

# The Clearing House

*A journal for modern junior and senior high schools*

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## NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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## THE CLEARING HOUSE

*A journal for modern junior and senior high schools*

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# APPRENTICES *in* POLITICS

(The Friends high school)  
gears pupils to society

By DOUGLAS G. GRAFFLIN

THERE is no need today to convince teachers that it is desirable to educate the children under their care to understand, honor and uphold democracy. What teachers do need and want is to have at their command a multiplicity of methods, devices, materials and opportunities designed to aid young people to grow into responsible, intelligent and functioning citizens of a democracy. As teachers we want to see our young people put into practice in their communities the kind of ethical and efficient government which we have described to them in the classroom.

We do see to it that our students understand the structure and functions of national, state and local governments. Very often we inspire them with a real zeal for honest and efficient government. Then why are our governments not improved and elevated as our students leave us and join the electorate?

Our failure to improve government through our influence over the future citizenry is due in very great measure to our failure to teach students how they may make themselves felt in their government—how they can affect the policies and program of their communities.

EDITOR'S NOTE: *Through the years, American citizens—sometimes a majority of them—have gone to the polls and voted against their own self-interests and the public welfare. Or they have stayed away from the voting booths, and the results were the same. Or they have been lackadaisical in the face of an opportunity to work together in promoting good causes. Generally this is due to disinterest, ignorance of practical politics, and political ineptness. In the Brooklyn Friends (high) School, where the author is principal, the problem is being tackled by a program that encourages pupils to be active politically. Mr. Grafflin tells about it in this article.*

Of what use is it if a majority of citizenry are honest and well-intentioned when they are at the same time politically impotent? The exposure in recent years of the corrupt machines controlling New York, Philadelphia, Kansas City and Los Angeles, to mention only a few, provides convincing evidence of what power a very few individuals may wield when the majority of the citizens are ignorant of how to go about controlling their governments. Our problem, then, is to teach our students how they may make themselves felt in their governments and in their communities.

School children generally are not old enough to vote—but they are citizens. They should be feeling the responsibilities of

citizenship and should be participating in civic life. There are avenues of civic expression other than the franchise. Furthermore, young people of secondary-school age may properly be serving an apprenticeship in politics, in the narrow sense of that word.

First, non-political avenues of civic expression. There are in most communities more than one civic betterment movement or organization non-political in character. Perhaps it is a citizens' committee working to obtain a new jail, or highway, or to eliminate a grade crossing. These adult groups are not consciously looking for additions to their organizations from the junior and senior high schools, but they could utilize such aid.

Students will not respond enthusiastically to the mere mention of grade-crossing elimination. As with adults, we first have to interest our students in the cause. We must sell them the idea. Second, we must ascertain and catalog the capacities and talents of those interested. Third, we must provide activities which will use these capacities and talents and at the same time advance the cause of grade-crossing elimination.

Young people are always useful to the publicity department of any organization. They can parade, make posters, and some few are capable public speakers or performers. In any event each youngster will reach his or her own family with the story of "the cause". These potentialities should, if properly presented, appeal to any civic group.

It is neither possible nor desirable that all of the students in any school should participate in the same civic movement, nor is it probable that any significant number will participate in such an activity at any given time. It is reasonable to set as a goal the participation by each pupil in some community activity once during a calendar year.

Participation by secondary-school pupils in non-political civic movements will serve two purposes—development of a sense of

belonging to the community, civic mindedness; and an introduction to some of the techniques of community management which are divorced from the ballot. In many communities the non-political organizations exert more civic influence than do the strictly political organizations.

As to politics, there are real opportunities for non-voters in this realm. Jimmie Hines was a district leader, delivering thousands of votes to the Tammany organization, before he was old enough to vote. This is a striking, if undesirable, illustration of the capacity of the non-franchised citizen to affect politics.

Every high-school student should join some political organization. His activities within the organization should be similar to those stated in connection with non-political groups. The purpose of such activity is to make him feel at home in politics. The young person will see and hear the machinery of political organization—will become acquainted with the links in political organization closest to the individual citizen, such as the nomination petition. In short, whenever during his lifetime he feels that something needs to be done about or to his government he will know how to go about doing it.

For the school there are two principal problems here. First, obtaining the cooperation of local political organizations and second, the problem of public attitude toward the schools "meddling" in politics. (It should be noted that the schools are not concerned with *which* political party students join, but only that they join *some* political party.)

Each community will have to find its own answer to these problems. The answer in both cases *may* lie in gaining the interest and cooperation of the right prominent citizens.

How does all of this affect the classroom? It means that civics classes will be the prime movers in this program. Much of the time of such classes will be spent in motivation,

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in putting pupils in touch with civic and political groups, in guiding their participation in the activities of these groups. There will be frequent reports to the class by individual class members on their community activities.

Traditional civics material dealing with the structure and organization of government will be included. But it will be covered much more rapidly than at present, partly because properly motivated pupils will be able to handle the material more quickly and efficiently, and partly because it will definitely be relegated to a place of secondary importance.

Politically controversial topics will come up for discussion in classes. How shall the teacher handle them? The intelligent teacher will handle controversial political topics as she has handled other controver-

sial questions in the past. She will of course avoid partiality but will encourage proponents of each viewpoint to present, intelligently, the values of his view with good humor and sportsmanship, as in an adult forum.

It is to be hoped that there will be opportunities throughout the secondary-school years for the student to have organized help in his community relationships. Certainly this should be the concern of every social-studies course.

We train our children to make a living, to be socially acceptable, to be morally firm and to have a creative culture, but we fail to train them in ways of controlling their government—a government which, under the conditions of modern society, has within it power to control absolutely the whole life of the citizen.



## Federal Surplus for School Lunches

Five million free school lunches for 5,000,000 undernourished children every school day of the year—that's one goal of the Federal Surplus Commodities Corporation for the new school year.

If that goal is attained, it will mean that for every single child who received a nourishing school lunch last year, thanks to this help from the Government, there will be more than 6 of their schoolmates sitting down to the free noonday meal.

It will mean that instead of the 30,000,000 pounds of surplus goods routed from farm to schoolroom in 1938-39, many times that amount will be tagged for nurseries, grade schools, and high schools by the time next June rolls around.

From doctors, teachers, social workers, parents, and the children themselves have come reports proving that a simple, nutritionally balanced, noon-day lunch is a good prescription for wan faces, indifference to studies, and lack of interest in play.

Last year 800,000 needy school children received free hot lunches prepared partly with foods furnished by the Federal Surplus Commodities Corporation, and partly with foods purchased with funds raised locally.

An average of 14,500 schools operated school-lunch programs last year—slightly less than 6 per cent of the quarter million elementary and secondary schools in the United States. Of these, about 7,000

were served by WPA workers in communities where WPA projects functioned. The remaining 7,500 programs were financed in large part by voluntary contributions and sometimes through local government support, and were operated by parents, civic associations, and fraternal groups.

If this year's campaign attains its announced goal of 5,000,000 children, few communities in the country will be without a school-lunch program when next June rolls around.

To attain that goal the Federal Surplus Commodities Corporation will form the spearhead of a campaign in which will be united the WPA, State and local welfare departments, and other agencies.

If you want to start a School Lunch Program in your community, you can obtain full information concerning Federal participation by writing to this address:

Director of School Lunch Programs  
Federal Surplus Commodities Corporation  
1901 D Street N.W.  
Washington, D.C.

# POPULATION TRENDS

## —and grade-groupings in the high schools

By J. W. DIEFENDORF

**T**O MANY people the term spontaneous combustion means that a fire has suddenly burst out without cause. If oily rags are mentioned in connection with the fire, they do not indicate a real appreciation of what has happened but are, instead, a convenient phrase which hides a lack of understanding.

Fires do not spring from nowhere and without cause. Fire among oily rags, for example, is the culmination of forces that have been operative for some time and under conditions that are conducive to their operation.

This is true of social movements as well. No social institution is the product of one brain, no social reformer can justly lay claim to sole credit for the idea he advo-

cates, and no change takes place that is not the product of forces that have been for some time slowly but persistently preparing the way.

That this is true of the movement known as the reorganization of secondary education is understood by all who are in the least acquainted with the history of the secondary school. To enumerate those forces at this time would be an unnecessary waste of the reader's time. They were recognized by the leaders of earlier generations, as is indicated by the dissatisfaction expressed by President Tappan of Michigan in 1852 and by President Folwell of Minnesota in 1869.

That these forces produced different results at different times and in different places was to be expected. That they were not well understood by many who effected some degree of reorganization is equally true; hence the varied pattern presented by the American secondary school today.

This is not all bad, maintain many writers who fear early standardization of the movement. That too early crystallization is a danger in every period of change is readily admitted. History shows that it is a human tendency to become interested in the operation of an institution, and, at the same time, to lack appreciation of the idea which the institution was intended to serve.

That this has characterized the reorganization movement in many instances can scarcely be denied. How else, for instance, can one explain the fact that large numbers of junior high schools have fallen heir to plants that have been vacated by the senior high school—plants that are unsightly, that lack practically all of the features demanded

**EDITOR'S NOTE:** Based upon a study of population trends in this country, the author draws the following conclusions: "Many communities should and will continue to operate on the 6-3-3 plan. Many others will find the 6-6 plan better adapted to their needs, and yet others will find it necessary to bring their programs within the limits of the 6-4 organization. Perhaps this is as it should be." (Junior-college facilities, he believes, should be available to all, either as a separate "2", or as a "4" that embraces a central high school and junior college, grades 11 to 14.) The reasons for these variations are explained in the article. Dr. Diefendorf teaches in the University of New Mexico at Albuquerque, and is chairman of the New Mexico State Committee of the North Central Association of Colleges and Secondary Schools.

by a modern school program? The plants were not adequate to the needs of the senior high schools but the junior high schools must get along with them.

This condition violates every principle that has ever been laid down for the surroundings in which pupils of early adolescence should live, and it perpetuates the unsavory tradition of special favors to the upper division. There are entirely too many of these "little brother" schools scattered throughout the country.

There are probably many reasons for this situation but there are two that deserve special consideration at this time. One of these is the tendency toward faddism in secondary education—a tendency observable in the testing movement, teacher rating, and supervised study.

One wonders if the large number of two-year and three-year junior high schools throughout the country is not the result of observance of "what others are doing" instead of devotion to a cause. Certainly many that have been established fall far short of meeting the expectations of those who have advocated the extension of junior-high-school facilities. For many school administrators, the term "junior high school" seems to have partaken of the nature of a slogan. One would find interesting reading in the record of what such an administrator said to his board of education when he presented to them his recommendation for the establishment of a junior high school.

But not all little brother junior high schools are to be explained on the same basis by any means. The population curve suggests an important additional reason. Pressing problems are created by conditions within the school—conditions marked by a rapid increase in school enrolment with consequent overcrowding in every unit of the system. A new building, or buildings, are imperative. A common solution, as I have said, is the erection of a new building to house the upper three grades and the organization of a junior high school to make

use of the old building that has been vacated.

A problem common to all administrators a very few years ago was that of providing for an ever increasing number of pupils. A superintendent of schools in a medium sized midwestern city said a short time ago that he would know not what to do if he did not have three hundred additional pupils to accommodate each year. His situation, of course, along with that of hundreds of his co-workers, was a result of a rapidly rising population curve. He had seen building after building in his system and in others filled and overcrowded.

He is not to be blamed for the assumption that this would go on for years. When one is deeply concerned with immediate problems it is difficult to find and study those signs, barely discernible here and there, that portend a change. Particularly, one is not to blame if some persons with opportunities for broader vision have predicted a population of 300,000,000 by the end of the century.

Under such conditions, the administrator was justified in taking the long chance. If the enrolment in his junior high school failed to meet the minimum number suggested for such units, he had reason to believe it would do so at an early date. And, had not common experience shown him the desirability of providing for expansion! Out of such considerations were born many of the junior and senior high schools to be found throughout the country.

But the picture is rapidly changing. The population curve no longer rises rapidly, as it once did. Instead it shows a decided tendency to flatten out, thus giving rise to the prediction of a stable population at an early date. If this tendency to flatten out were characteristic of America only, one might have some reasonable expectation of a reversal. But this is not the case. The tendency seems to be common throughout the Western world.

This trend in population has many im-

plications, and school men should not be the last to give them consideration. Already, editors are quoting Stuart Chase to the effect that "a curious population wave is passing upward through the schools, with a heavy undertow of empty desks behind it." The facts are startling and will have far-reaching consequences for the public-school system. All school men, and particularly those immediately concerned with the administration of the typical secondary school, should consider their implications.

How, for example, will the conditions indicated by the population curve affect the reorganization movement?

For one thing, it seems that we cannot reasonably expect the establishment of many more junior high schools of the two-year and three-year types if the population curve maintains its present drift. Over-crowded buildings will be a thing of the past and administrators who favor two- and three-year junior high schools will find an insufficient number of pupils to justify their establishment.

This tendency is already reflected in the biennial reports of the United States Office of Education. The number of junior high schools of all types increased by 106 between 1930 and 1934, as compared with an increase of 715 in the previous four-year period. One must keep in mind, of course, the danger involved in making comparisons between the two periods specified. It will be interesting to compare later figures with these.

The trends and conditions should not be interpreted to mean that the reorganization movement will lose its momentum. On the contrary, it is apt to be accelerated but with some changes in emphasis.

In the past, it has been difficult for many communities to maintain an adequate program of secondary education for the small numbers of pupils enrolled. This problem will be more difficult still when the present decrease in enrolment in the elementary school reaches the high school. Consolida-

tion is one answer to this problem. Another—and one that will receive increasing attention—is the organization of a six-year high school.

In 1934, more than fifty-nine per cent of all reorganized schools were junior-senior or undivided schools. In the undivided group, the six-year school accounted for ninety per cent of the total. More recent figures would probably show a yet larger percentage in the junior-senior and undivided groups, with a tendency to shift toward the latter. This type should be able to maintain its effectiveness for some time, even under the conditions just enumerated.

However, we may find that many communities are unable to maintain a program extending through the twelfth grade. It is well known that the typical high school in America is a small school. In 1934, close to fifty per cent of all high schools enrolled fewer than 100 pupils. Many writers have maintained that these units are expensive to operate and inefficient in operation. In the face of the mounting costs of government and the prospect of a stable population, local pride must give way for the establishment of more effective units.

In 1917 Dr. A. F. Lange asked the following question, "Shall certain American colleges have their heads cut off, and, if so, by whom?" The time has now come when "high schools" must be substituted for "colleges" in this question. The four-year junior high school may prove to be an acceptable answer to this question in areas where distance and poor roads—common to the midwestern and Rocky Mountain states—make consolidation seem undesirable.

Along with the population curve one must consider another social and economic factor. This is the fact, so painfully evident today, that increasingly there is no place in the world of business and industry for youth. Despite all the optimistic efforts of government agencies, jobs are not being increased and those available are being reserved for adults and family heads.

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The implication here is that the school will have to assume responsibility for all until the age of twenty-one. This probably means a rapid expansion of junior-college facilities within the next few years and again raises the question of the nature of the junior college course—should it be general or vocational? This question, however, should be left for later discussion.

Is America, then, to give up her dream of a secondary education for all? To the contrary, the dream embraces wider possibilities. Many communities should and will continue to operate on the 6-3-3 plan. Many others will find the 6-6 plan better adapted to their needs, and yet others will find it necessary to bring their programs within the limits of the 6-4 organization.

Perhaps this is as it should be. It has been indicated that there is need for extending junior-college facilities to all. The four-year junior high school not only fits into this picture but may be the one way in which a junior-college program may be realized in some communities. It may even be the best type of organization for small

communities generally, in the long run.

No longer should pupils in small communities have to attend small high schools with meager equipment, poorly trained teachers, and a limited program of activity. After completing the course in a four-year junior high school and having reached an age when a program of educational and vocational guidance is necessary, they should be transferred to a central high school and junior college embracing grades eleven to fourteen.

To summarize: (1) Faddism may have accounted for the establishment of many two- and three-year junior high schools, (2) possibilities inherent in the six-year high school organization have been lightly regarded, (3) the population curve tends to flatten out, giving rise to the prediction of a stable population at an early date, (4) socio-economic trends indicate a need for wider provision of junior-college facilities, and (5) the possibility of fewer high-school pupils in the near future justifies a new emphasis within the reorganization movement.

## Recently They Said :

### *Sardine Class*

Mr. B's room has 35 seats. Mr. B has 50 pupils. The class took the matter under consideration in an open forum. It was decided that the pupils would supplement the school equipment by bringing in egg crates and camp stools. This was done; but it was found that they were violating a "fire hazard" by-law. Mr. B had to give up his chair and sit on his desk. Two more pupils were sent in. They have joined Mr. B on his desk. The class has taken the matter up for further consideration.—N. M. in *The New York Teacher*.

### *Educating the Board*

The manner in which your child will be educated depends largely upon your school board. School boards have the decision in the more important matters of policy, and they have to deal, moreover, with many technical matters of great complexity. . . . The best service can be assured

only as school board members become students of the field and act in terms of professional knowledge rather than personal judgment or traditional concepts.—NICKOLAUS L. ENGLEHARDT in *New Mexico School Review*.

### *Science Laboratory?*

One of the most potent arguments for elimination of laboratory work in high-school sciences has been the resultant saving in cost. In order to decide whether a saving is being made or not, it is necessary to define the type of economy desired. If we are thinking strictly of dollars and cents needed to operate a school then there is no doubt but that the elimination of laboratory work accomplishes that end. . . . If we are interested primarily in saving money with little regard to what that saving does to the achievement of a student then laboratory work as such can be definitely curtailed.—J. M. LEVELLE in *School Science and Mathematics*.

# *Progressive Education is dying? Hail: SALTATORY Education*

By ERNEST W. BUTTERFIELD

PROGRESSIVE EDUCATION is not yet in the sere and yellow leaf but it is in its last burst of autumnal glory.

It is clear beyond question that the gripping enthusiasm for Progressive Education as a distinguishing term for educational crusaders has passed its crest. Progressive Education may now be discussed with a degree of calmness and it may be appraised without rancor. We may even study its course and name the weaknesses that lessened its influence and shortened its natural life cycle. Academic Education in America held sway from Noah Webster to G. Stanley Hall while Progressive Education after a score of years shows many signs of senescence.

Progressive Education had two weaknesses. At the beginning it got off to a bad start. It appealed to the emotions and became a matter of religion to its promoters and their followers. It was a recrudescence of the Christian Endeavor Society of 1900.



**EDITOR'S NOTE:** *The author is attempting in this article the unique feat of holding a pre-mortem autopsy on the apparently healthy body of Progressive Education, scanning the horizon for the next bandwagon, and beating the drums for a particular bandwagon which he hopes will appear. He writes, "I was strong for Academic Education in 1910, loud for Progressive Education in 1927, and I shall be agile for Saltatory Education in 1945." But it might be a mistake to suppose that beneath his humor he is not serious. Dr. Butterfield is superintendent of schools in Bloomfield, Connecticut.*

All must sing and testify, none was too humble to participate. It had its badges of membership and its uplifting conventions which all must attend. So with Progressive Education. When teachers joined they were not convinced; they were converted. Progressive Education became not education but a religious sect.

All religions must have an object of worship. Academic Education, which also was a religion but a forbidding one, turned back to Moses and worshipped the written record, the Book. Progressive Education found its example in Thibet. Periodically the orphaned monks search high and far until they find a new Dalai Lama, an attractive child of about school age. The American devotees were not so particular; not a Child but Any Child, that is, if his I.Q. was 120 or more.

Some time ago I described the true child-centered school:

The child is alone in his educational nudity on the center of the stage. He must not be forced, he must not be led, he must not be guided, he must be allowed to develop as nature has proposed. Around him in an anxious circle are a nurse, a psychologist, a nutrition expert, a play specialist, a teacher of expression and a superintendent. At the first sign that the child wants something, all go into a huddle and determine the meaning of the sign. Then the appropriate stimulus is brought near.

It was agreed that this description was apt but the characterization was held to be irreverent.

The second weakness of Progressive Education was the testy attitude of many of its professors. They despised all earlier forms of education. On every occasion they derided Academic Education, which for years

had been the standing order of all school men. They saw nothing of good in this education and with the finger of scorn they emphasized the puerility of its methods and the low mentality of its advocates.

Of its promotional activities perhaps the least gracious was at Denver in 1935. The National Education Association program had given progressive advocates but a modest place on the convention program. So the priesthood convened at Denver before the convention opened, invited in the reporters, and delivered itself of statements designed to be ultra-radical. They had stolen the show and when the selected speakers arrived they laid aside their thoughtful papers and by name attacked the first group and answered its assertions. Answers do not make good headlines.

Progressive Education as a furor is becoming a page of history. Once again it is permitted to organize a school about a teacher. We may even use textbooks and declare confidence in them. We may without shame have a daily program and an orderly arrangement of sequential studies. Lancasterian Schools, the Use of the Globes, the Batavia System, the Gary Schools, Dalton, Winnetka, Progressive Education—educational display cases are filled with these battle flags and each memorializes the fact that education has long been a living and growing movement.

Progressive Education is still with us and will still appear at conventions, for true to the traditions of the navy, the band will play while passengers are climbing to other and safer barks. The captains will never leave the vessel but will be standing on the topmost deck when the last high waves sweep in.

This decadence means that another enthusiasm, another system is on the way. But it must be remembered that leaders of educational movements never change. They go down with their ships.

The time is coming when the loud voices of Progressive Education will no longer be

heard on our association platforms. There will then be new spellbinders there, and they may still come from Columbia University and New York University, but they will be new crusaders for new methods and new ideals.

What these new methods and ideals will be is so hazardous a guess that I will attempt it. The Academic mind taught the glorification of the past, the Progressive mind taught the beatification of the future; the next group will teach the endurance of the present. We are living now, and through education we propose to live more productively, more safely and more happily.

I do not know what name the next crusaders will choose. When educational ideals stood they were called Academic; when they evolved they were called Progressive. My guess is that the next education will not stand, nor will it move by regular progressions. It will go by leaps and bounds. I shall call it, using a biological term, Saltatory Education.

Since Progressive Educators have given up Latin, I must stop to explain. *Salto*, *saltare* is a frequentative form of *salio*, *salire*—"I jump", and so it means, "I keep on jumping".

The term is so appropriate that I hope it will have immediate adoption. A group of young degree winners should band together for platform appearance, for the declaration of objectives, for the creation of model schools, and for the formation of new and distinctive pedagogical terms.

The past is gone, therefore no jumping backward; the future may not come, therefore no leaping forward; the present is here, therefore propriety demands bounding up and down. I am all for it. I was strong for Academic Education in 1910, loud for Progressive Education in 1927, and I shall be agile for Saltatory Education in 1945.

In the meanwhile, this is our opportunity. Between all years of fervor come periods when exhausted humanity develops with-

out outward convulsions. Between the frenzy of Progressive Education and the fanaticism of Saltatory Education is this period when schools may be normal and unhurried.

We who are already enrolled as Saltatory Educators are determined to avoid the errors which shortened the life of Progressive Education. We do not propose again to let enthusiasm take mastery over common sense. Saltatory Education, under whatever name, is to be education and not a yearning for immortality. The children whom we educate, either now or in the future, will not be insulated. They will live with teachers, books, and the machinery of civilization and the people who strive to exemplify civilization. They will take part in a life planned and organized, an orderly life for which the will or the whim of no one living is responsible. Society, too, is governed by its own principles of environment and heredity.

We propose to recognize that there is no clear line between education as a business and education as a profession. As we turn again to textbooks we find that the publishers, though crushed to earth, have not been supine there. In twenty years there has been no improvement in child nature, there has been some improvement in teachers col-

leges, but none in college preparation for teaching. In these same years textbooks in form and substance, in artistry, in skilled presentation, in entry into new fields of knowledge and experience, have made incalculable gains. I am glad we can use textbooks again.

We propose to salvage what we can from Progressive Education and to this end to recognize the great benefits that have come from it. It encouraged teachers to experiment and to create. It gave them faith in humanity and hope for a better world which they would help to establish.

Sometimes a religion wins when it fails to conquer. It was so with Unitarianism in New England. Unitarian churches ceased to increase but most Congregationalists in doctrine have become Unitarians. The Quaker denomination grows smaller and smaller as its beliefs and orderly ways permeate other and noisier sects. So with Progressive Education. It may be that its contribution is not in the perpetuation of its name but in the general acceptance of its aims.

Progressive Education gave us many good things; let us preserve them. Saltatory Education will bring new truths and a new outlook; let us accept them—but in the interim, in this happy breathing space, let us do our work.



### *What Is Important?*

There is a striking naïveté in the attitude of many educators that any sort of education may be effective in our present complex economic, social, and political life, so long as it fills hours, though it may never touch upon those studies most effective for any understanding of such life. It is almost too controversial for the purpose of this paper even to mention the fact that the gravest and most sinister problems that now confront the educated world are not in the fields of the languages, literature, mathematics, the physical and biological sciences, art, music and physical culture.

One naturally assumes that a "general education" through such studies will be achieved by all pupils of public-secondary-school level as a necessary "background." But even the most cursory study of

the entire field discloses that today our problems lie in work (which is economics), in decent human relationships (which is sociology) and in the preservation of democratic self-government through an understanding of citizenship in America (which is political science). There is no intention here to overstress exclusiveness or over-emphasize these fields of study. But the slighting of the significance of such matters, the assumption of the risk that children may be cast adrift from high school without adequate equipment to entitle them to the franchise of maturity which follows in two or three years, may be basically the cause for the sharp criticism of this country as a nation of "economic illiterates."—HERBERT B. MULFORD, Illinois Association of School Boards.

# *A faculty cooperates on cases of* **POOR CITIZENSHIP**

By  
WARREN G. MOODY

**I**N MOST of our secondary schools we are trying to make our guidance programs more effective. To be most effective we agree that emphasis should be on guidance as prevention rather than upon guidance as remedy. Administrators are retarded in this accomplishment partly through lack of finances, partly through lack of trained personnel, and partly through lack of a plan of procedure which will be effective and still not "wreck" the established organization of the school.

We believe the plan presented here can be put into operation in almost any type of school organization and with little or no additional expense. It may be used as the initial step, or it may be used indefinitely in conjunction with almost any type of

guidance organization. This plan does not change the function or position of any member of an established guidance personnel.

The procedure lends itself simultaneously to the attainment of several desirable ends. It supplements the established guidance program by concentrating the efforts of the entire faculty on the apprehension and readjustment of individual pupils before they reach a serious stage of maladjustment. As the procedure is carried out the faculty members cut across departmental lines and therefore tend to establish a greater unity and better morale among themselves. The pupils themselves are the prime benefactors in that they receive help or encouragement at the time they can see a need for it. Everyone in the school puts something into the plan, everyone in some way gets something out of it.

**E**ditor's Note: This article concerns a plan for enlisting faculty-wide participation in the guidance program. The plan has been developed over a period of three years in the Edison Technical High School, Fresno, California. The author, who originated the idea and has been chairman of the committee in charge from the beginning, credits many improvements to faculty-member contributions. Does the plan produce results under actual working conditions? We have received notes from the following members of the Edison faculty, vouching for its success: R. F. Aspinall, principal; J. C. Trombetta, vice-principal and dean of boys; Annabel Irwin, dean of girls; Edith Ayer, counselor of the junior-high-school division; and Adelia C. Tompkins, librarian and member of the committee.

The suggested procedure starts with a citizenship survey. As unsocial behavior is an index of maladjustment, benefit accrues to the child when teachers are alert and quick to recognize it as such, and to assist the guidance staff in effecting early readjustment in individual pupils. To facilitate this accomplishment it is proposed that periodic surveys be made, three times each semester, in order to locate individuals who apparently would be able to benefit by timely counseling.

Usually maladjustment of serious proportion does not happen suddenly. It develops by degrees, and symptoms are evident to the attentive observer. These symptoms are recognized in increased noisiness on the part of a pupil, the obvious show-off, in the waste of class time unnecessarily, et cetera. Another way to put it is that members of a

class act cooperatively to promote progress. A pupil not cooperating as expected is therefore less helpful. All members of any particular class are not equally helpful so that the teacher can select the least helpful or least desirable pupil in any particular class with more than reasonable accuracy. A pupil not in desirable adjustment, by the very nature of his conduct is marked as the least helpful class member.

Survey sheets, given to all teachers in the school, ask each teacher to list, from a citizenship standpoint, the names of the six least helpful or least desirable pupils whom he teaches—preferably not more than two from any one class. These sheets will show, when a composite list of all names is made up, the lowest level of the behavior pattern for the whole school and the individuals who compose it. An individual who is in, or is tending toward, more serious maladjustment is then easily recognized because his name will be listed by several teachers.

If a pupil's name occurs only once upon the composite sheet, the indication is that any readjustment necessary can be effected between that pupil and the teacher placing his name on the survey sheet. Names listed two or more times are transferred to a continuous record sheet and will receive attention from the deans or from the faculty committee appointed as a part of this plan. This survey procedure can be used in any school whether the rest of the plan is used or not.

These surveys are handled by the Faculty Citizenship Committee, a group of five teachers appointed by the principal to work in conjunction with the dean of boys and the dean of girls. These teachers make a special investigation of those pupils whose names appear the greatest number of times on the composite sheet, and, subject to the approval of the deans, select five to be interviewed by the committee. Which five are selected depends upon the nature of the individual pupils and the competence of the members on the committee.

The remainder of those pupils whose names are listed two or more times will be interviewed by the deans. The deans therefore do most of the contact work with the pupils apprehended. These pupils are called in, or approached casually, and in a friendly manner are informed that the citizenship survey shows that something doesn't seem to be quite right; also, that the dean had the thought that the pupil would like to know about it before anything serious developed. For pupils other than those recognized as disciplinary cases this method of contact in most instances seems sufficient. When pupils are caused to take themselves seriously long enough to do some reflective thinking, the pupil usually checks up on himself and the difficulty seems to clear up of its own accord.

Each member of the committee takes one of the selected pupils to sponsor, obtains information about him from the office files, from the pupil's classroom teachers, and from the deans and counselors, and interviews the homeroom teacher of the pupil to secure his approval and cooperation and to discuss the probable best line of approach. These data the sponsor brings before the group when the committee discusses the pupil just before the interview.

A part of the background of the pupil is the matter of rights and privileges in a democracy, as has been discussed in all home rooms or social-science classes previously. The pupil is asked to read carefully a sheet which discusses these privileges and extra privileges while he waits, so as to refresh his memory and to save time during the interview that follows.

When the Faculty Citizenship Committee interviews a pupil the pupil furnishes the information, the pupil makes the decisions, the pupil is given an opportunity to demonstrate the proper conduct. The approach to the pupil is perhaps best shown by describing an interview:

The pupil upon entering the conference room is greeted cordially. He is told that

the purpose of the committee is to help pupils keep out of difficulty and that the committee does not punish anyone. He is informed that as a result of a citizenship survey it appears that he is one of the least helpful pupils in the school so he has been asked to come in, because he probably knows better than anyone else what he is doing which doesn't contribute to the success of his classes. (A very definite picture can usually be furnished by the pupil. However, if necessary, information from the sponsor's data can be used to furnish leads in questioning. The pupil is never accused of anything.)

The pupil is asked if he understands the extra privileges offered by the school. That is, beyond what the law requires there are extra privileges which are possible only through *extra effort* on the part of the student body organization, the teachers, or school clubs. Isn't it reasonable to expect a *pupil to take extra effort* to see that his conduct makes him worthy of receiving these extra privileges? Because of the pupil's poor showing on the citizenship survey he cannot very well expect to receive these extra privileges until he brings his conduct up to a satisfactory level. However, the Faculty Citizenship Committee is in a position to see that he gets these extra privilege rights restored to him if he can show an improved and satisfactory record in citizenship. The choice lies with the pupil.

If the pupil wishes to start right away he may ask his teachers (or he may use a card provided for that purpose) to notice that he is making an improved and satisfactory record in citizenship. At the end of a week he carries another card (or the sponsor may obtain the record) upon which each teacher marks "satisfactory" or "unsatisfactory". If all marks are satisfactory and the pupil is recommended by his homeroom teacher, full privilege rights are restored immediately. If not all marks are satisfactory, the pupil may be granted extra time.

Each member of the Faculty Citizenship

Committee sponsors one pupil and maintains a follow-up until that pupil's case is terminated, either by the pupil clearing himself or, in the case of persistent refusal to cooperate, by submitting the records of the committee with or without recommendation to the proper authority.

What are the results so far? The records of the committee over the three-year period show that about 65 to 70 per cent of the pupils listed two or more times on one survey do not appear on the next survey. Eighty to 90 per cent of those pupils listed three or more times on one survey do not appear three or more times on the next survey. According to the vice-principal's records there has been a decrease in the number of discipline cases sent to the office. The pupil is not accused of anything; there is no one to fight against; the pupil therefore must take himself to task. Most pupils requalify for extra privileges within two weeks.

With the exception of the chairman of the committee, very little time or technical knowledge of the procedure is required on the part of other members of the faculty. The classroom teachers are assisted in that special counseling is provided for the currently disturbing pupils, and the deans believe that the procedure puts them in a position to do more effective counseling.

By providing for a 60 per cent turnover in the membership of the committee each semester, in-service training for teachers is provided under the direct supervision of the deans. To permit new members of the committee to grasp quickly the essentials of their position, a handbook has been developed which shows not only the sequences of the procedure but the psychological aspects of it as well.

Through the utilization of this plan the administrator is assisted in bringing about in his school a better realization that the acceptance of privilege is dependent upon the assumption of responsibility—one of the basic principles of democracy.

# *Each Teacher in Lafayette Junior High is a Vocational Specialist*

By HARRY H. RICHMAN

THE JUNIOR-HIGH-SCHOOL pupil, at the crossroads of his educational career and physical development, is probably more critically in need of proper guidance than he has been or will be at any other time in his school life. It is for this reason that programs have been designed to be of greatest help to him in solving the baffling problems of choosing courses and aiming at objectives which will influence his entire future.

Our guidance plan at Lafayette Junior High School is intended to help him make the wisest decisions he can—ethical, educational, and vocational—for his greatest self-realization. To this end, we have organized a three-pronged program reaching every pupil, and utilizing every teacher and both counselors.

In the sphere of vocational guidance, we have devised a scheme which, we believe, achieves maximum interest on the part of the pupils and the most effective guidance on the part of the teachers.

Instead of having homeroom teachers attempt the impossible task of teaching the entire gamut of occupations, or hiring specialists for this purpose, each teacher is asked to select one particular field of vo-

cational activity in which he is already interested and about which he knows a great deal through experience or investigation. Every eighth- and ninth-grade class then meets with different teachers for one hour on successive weeks.

Through this rotating scheme the pupil is exposed to an analysis, discussion, and careful investigation of twenty different common fields of work, under the leadership of twenty experts. This type of vocational exploration never stales, either for the teacher, who meets classes of differing mental levels, or pupils, who meet new teachers with new points of view and new personalities.

Among the things studied in each vocation are earnings, health conditions, advancement opportunities, social status, necessary qualifications in education and training, character traits, personality, and future outlook for the industry or vocation.

After sampling such a wide range on the vocational horizon, the pupil should certainly be better equipped to understand in terms of his own adaptability the opportunities and obstacles in the world. The interest aroused by this method has been demonstrated by the number of information seekers after classes and by the greatly increased use of the vocations section of our library.

The subjects offered by the teachers this year include Opportunities in Industry, Printing, Library Careers, Radio and Theatrical Opportunities, Clerical Occupations, Photography, Foods, Clothing, Social Services, Civil Service, Law, Teaching, Engineering, Pharmacy, Merchandising, Hostesses and Travel Guides, Music Careers,

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**EDITOR'S NOTE:** Writes the author: "Two years ago I was given the task of creating in Lafayette Junior High School a guidance program that would be simple, effective, and above all, practical. The result, after a two-year period of trial, is explained in this article." Mr. Richman is guidance counselor of the school, in Elizabeth, New Jersey.

### Department Store Possibilities, and Commercial Pursuits.

To supplement the classroom presentations, we shall present authorities from high-school and vocational-school placement bureaus, from industry and from the Chamber of Commerce. These experts will describe their experiences and attempt to forecast employment trends in our community.

For the seventh-grade boys and girls— younger, more restless—an orientation course (one lesson each week) has been written. These pupils must be helped in their transition from a more sheltered elementary-school environment to our large, bewildering junior high school. The lesson plans are psychologically keyed to reach their interests, and use such devices as rhymes, stories of athletics, etc. Through these lesson plans immature pupils are helped to an understanding about their school, the courses of study, their responsibilities toward each other, their manners and conduct in assembly, cafeteria, halls, lockers, library and the whole school world.

One of the most important phases of our program is educational guidance. To the ninth-grade boys and girls a very careful exposition of high-school courses, vocational-school courses, and college requirements is presented. This is done by group conferences and individual counseling. Our counselor for girls, Mrs. Peiffer, meets each ninth-grade girl individually, at least three times, giving each one all the time necessary. She also discusses credits and courses with all ninth-grade girls as a class. I do the same thing for all the boys in the ninth grade.

Before and after school hours some of the most effective counseling is accomplished, because it is then that pupils themselves in considerable numbers seek us out. We believe that every boy and girl has a pretty accurate picture of our community's educational system and that he or she knows most of the main roads and by-roads.

Every pupil is placed, wherever it is humanly possible, in the course of study most ideally suited to his personality, interest, economic means, and inclination. The information and objective data we must offer these children so that they can arrive at wise choices is derived from subject marks, consultations with subject teachers, intelligence tests, occasional aptitude tests, and personal information furnished by the pupils themselves. Parents are kept informed of all important decisions concerning their children and are invited to school to help us help their children solve their problems.

More than fifty parents consulted with me last year and a comparable number with the girls' counselor, with the happiest results to all concerned. We believe that this type of guidance, alert to the usual pitfalls of wrong selection or misplacement, has already resulted in the saving of much school time and money, and in a decreased number of drop-outs, with their resultant social dangers.

Each eighth-grade class is in a similar fashion met by the two counselors, and in class discussions the pupils are made ready for promotion to the ninth grade. The purposes of the three exploratory courses which we offer are explained, and all four of our ninth-grade courses are investigated.

We have encouraged in our school, as auxiliaries to, though not actually a part of our guidance program, a number of student activities which help to develop our guidance aims. We have, for instance, a student finance committee which "sits in" with the principal and the faculty committee when they discuss the spending of school money. We have a school management committee which manages seating, ticket sales, ushers, etc., for school functions. Pupil affairs are governed by a General Association of students, who organize and conduct, with the advice of the guidance counselor, their own election on a real voting machine.

# FUNNY, *the Misfit:* By a SUPERINTENDENT

## A new bus brings a problem to school

**H**I FUNNY," called a seventh-grade boy to a new ninth-grade girl.

"Hi, Little Un," she returned good-naturedly, but was that a look of longing, perhaps, which she gave the two senior girls who were sauntering down the corridor?

Two new boys came by the office. One of them bumped into the girl.

"Look where you're going, you damned ape," she stormed.

"Aw Funny, don't be so uppity just because you go to high school," the larger of the two boys said.

"Aw to Hell with you, and school and everything—I don't like any of it."

I debated a minute. Should I talk to the girl now or later? Was the first day of school the time to *put that girl in her place*? I hesitated, and she moved on.

"We have nearly 100 new ones enrolled in high school already," reported the high-school principal, Mr. Ewing. "The three new busses have brought youngsters from six country districts.

"I just had a funny experience; a new girl came up to me and asked, 'Are you

the big cheese around here, that runs things in the high school?' Poor kid, she's a funny looking specimen—stringy hair, one tooth out in front, big stomach, humped shoulder. I've heard she swears like a trouper; I'm afraid we have a real problem. Her name is Louise Jones. I've heard her called two different nicknames already, Funny and Snaggle-Tooth."

"Yes, I noticed her," I returned. "I just heard her call a boy a damned ape, and say that she didn't like anything around here. Let's hope we have seen her worst side. She certainly has a better one."

Necessary curriculum changes and adjustments kept me busy for the next few days. My next report concerning Louise came from Fred, the janitor.

"We've got a humdinger of a girl here this year. She cussed out a bunch of boys in the lower corridor today noon and slapped that little smart Shorty endways. He called her something. I couldn't understand what it was, but she sure told them."

Teachers meeting on Tuesday of the third week brought more information concerning Louise, our problem child.

"I like her," the home-economics teacher remarked. "She knows how to do things and doesn't mind work. She is busy at something all during the period."

"She knows more English grammar than anyone in her section," the English teacher reported, "but her actions are terrible."

"She spends a lot of time giggling and asking me useless questions," said Mr. West, the young social-science instructor.

"Well, she doesn't do much in algebra," spoke the principal. "She spends too much time trying to be funny and trying to attract attention."

A few days later I was discussing some

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**EDITOR'S NOTE:** *The three new busses began bringing additional students to the high school from six country districts. One of the newcomers was "Funny"—a girl with an impressive I.Q. and no ability whatever to get along with others. This is the story of her regeneration. She seemed such a hopeless case that the simplicity of the solution is almost startling. The author of this article is superintendent of schools in a small Middle-Western town. As "Funny" was one of his students, he would rather not be identified.*

changes in the bus route with the driver with whom Louise rode.

"That Louise girl on my bus beats anything I ever saw. She'll say or do nearly anything. She just about tore up things the other afternoon. I don't know what happened, but one of the boys did something to her and she began swearing and beating on him. I finally stopped and put her up by me. I'm about half afraid of her myself—she giggles and goes on foolishly all the time. The kids on the bus make fun of her all the time. I don't blame them much. She's a comical looking thing."

My next report came from the banker.

"Well, you have a lot of new high-school students this year. The new state program for transportation and tuition aid is bringing about all the eligible students from districts around us. I've been reading about the large number of high-school students in school all over the country. I think that is a fine thing."

"Yes, we are getting about all of them," I returned. "The type of student is changing too—quite a different kind of high school from the one that you attended, Mr. Morris. We get some that are real problems. We have a Jones girl that is new this year, a problem that we are not solving as rapidly as we should, but all our high-school teachers are overloaded."

"I imagine my daughter Betty was talking about the girl the other night. Betty seems to like her but the language she uses is pretty bad I guess. I know her dad. He does his little bit of banking with us. He swears like a sailor, a pretty rough customer. They came here from somewhere in the West or Southwest. I imagine they are a rough outfit all around."

A few days later the principal reported that Louise had left school at noon and failed to report back, but had ridden the bus home that afternoon.

"I talked to her this morning," he said. "She told me she had spent the afternoon with the James girls—you know, they live

on the west side across the tracks. I explained to her that she must not see them any more, that they were not fit companions for her. She seemed quite disturbed about the whole matter, cried a little, but made no explanation other than that the girls had a dress for sale that she thought she might be able to buy."

The following afternoon the home-economics teacher handed me the following letter from Louise:

Dear Miss Kathryn:

I'll try to write what I couldn't say this morning, and I hope you'll understand.

I like you just fine. I couldn't like anyone better and I like the work but I just can't seem to fit anywhere I go. Grade School and everywhere was the same. I'm just a social misfit. My parents somehow or other never wanted us kids to go anywhere. I guess maybe because we never had any decent clothes. Anyway that was the excuse whenever we wanted to go anywhere. Mother hardly ever went anywhere when she was young and she just never seemed to think we would like to go.

The same old complaint, "Wait and maybe someday you'll have nice clothes and can go looking like something." We always lived a long ways from neighbors and had to walk everywhere we went. This sounds silly but what I'm trying to say is that we were never with people enough to learn how to act. Everywhere we lived people looked down on us for being poor, we could never be noticed by people who had nice clothes. We were snubbed by these people when they saw us in a public place. So there was only poor people to associate with, people who were *rough in manner and speech*.

Somehow or other I always took the wrong people to copy their ways. I guess it was because I hated the people who snubbed me and I never tried to be like them. I didn't want to be like any of them, thinking of how much nicer my clothes were than someone else's. In all my life so far I have met three people who were really broad-minded, and who weren't always making fun of my clothes and this tooth being out. That doesn't sound sensible, but nearly everyone I've ever met has called me Snaggle Tooth. I've tried not to pay attention to things like that but it hurts anyway. I guess its mostly my fault I could never get anyone to like me.

I know I say things I shouldn't, but I can never seem to say the right thing.

I have more nervous energy than is good for me and I've got to be doing something all the time. I

want to be witty and well thought of but I always fail.

I don't like the kids up here, and most of them don't like me. I haven't any clothes like the rest. They all make fun of me because I have a large stomach. The boys, by looks and actions convey the idea that I will do anything. I just can't stand that, I want to kill them.

I guess it's my fault and I'm not blaming anybody but myself. Jessie and Molly James are the only girls who don't act like good clothes is their only thought and that anyone who doesn't have good clothes is dirt beneath their feet.

They have always acted like ladies around me, I never saw them do anything that wasn't correct. I only wish I could be as perfect a lady as they are. That's why I cried when Mr. Ewing said I must not see them any more. They are the only friends I have.

Maybe I have bored you with this account but I hope you'll understand and see this in the right way. Now please don't mention this to me any more. I'm just writing so you'll know why everything happened like it did. Thank you *so much* for your kindness and I'll try my best to do as you wish, though it won't be easy.

Always, *Louise*

How many young Americans now in high school have similar personal problems?

Our crowded school buildings, over-loaded teachers, our program of mass education, the lack of understanding of youth and its problems by parents and teachers are conditions that are found in too many of our high schools. These conditions are a poor answer to the questions of today's youth, tomorrow's citizens. The need for student adjustment and guidance is more pressing now than at any other time in the history of secondary education.

Teachers were skeptical of Louise, her habits, her morals, her companions, and her general attitude. She gave no trouble, but her social progress had not improved. She was bitter and getting sullen.

When the College Aptitude test results were received from the State University, Louise was sixteen points above the next highest member of her class. Her score was in the upper third of the senior class. A Terman Group Intelligence Test gave her an I.Q. of 142.

The results of these two tests helped Louise when she understood what they indicated. She was told that she seemed to have fine mental machinery, but what she did with it was a matter that lay more with her than anyone else.

Grades were examined and Louise was found to be failing in one subject and average in the other three. An analysis of this case might show:

1. She was not lazy.
2. She was not working up to capacity.
3. She was self-conscious because of her appearance.
4. She covered her feelings of inferiority by roughness.
5. She was intelligent.
6. She was poorly adjusted to school.
7. She had ambition.
8. She craved attention, especially male.
9. She was protecting herself in the only manner she knew.
10. She desired social approval at any cost.

In February two of the grade teachers asked if they might help her with some of her problems. They wanted to help her get some becoming clothes, get the tooth put in, get her a permanent, and act in the capacity of big sisters to her.

Louise got her permanent, she has four new dresses made over by WPA sewing women. The two teachers received so many dresses on the PTA drive they made for clothes that five or six more high-school girls will have new dresses during the remainder of the school year. Louise is to have her new tooth soon. The PTA will bear one-half the expense, anonymous contributors the remainder.

We have a new student in school. Her name is Louise. She is leading her classes in grades, making new friends, and is interested in school. She is more quiet and happy. One would scarcely know her now by her looks and actions. She spends all her spare time with the grade teachers, asking advice and questions that one would think any seventeen-year-old should know.

Is it education? Is it worthwhile?

# PUBLIC Schools WEEK

*sells education to the citizens of  
Long Beach, Cal., each spring*

By C. H. WOODRUFF

LIKE OTHER schools of the nation, California schools each autumn participate in the activities of National Education Week. In addition, each spring in collaboration with citizens they celebrate Public Schools Week. The twentieth annual celebration was held April 23-29, 1939.

In Long Beach this year the initial meeting of the Planning Committee took place on February 16. Present were the superintendent, deputy superintendent, and business manager; supervisors and directors of secondary education, elementary education, art, music, physical education, health, audio-visual education, homemaking, vocational education, and adult education; principals and teachers representing elementary schools, junior high schools, senior high schools, and junior college; Parent-Teacher members, and citizen representatives.

At this first committee meeting broad plans were laid for the week's program: (1) An exhibit from all schools shall be placed in the exhibit hall of the city auditorium, (2) musical, dramatic, and other demonstrations shall be offered as programs in the concert hall of the city auditorium,

(3) an initial program of speeches and demonstration work by students shall be held in the convention hall of the city auditorium on Monday night, (4) every school shall hold within its building a back-to-school night program for its own particular patrons, with different nights assigned to elementary schools, junior high schools, senior high schools and junior college, (5) student speakers shall be assigned to churches, clubs, civic meetings, and the like.

Subcommittees headed by various members of the original Planning Committee were immediately organized to carry out the various activities. Heading the list was the Executive Committee, whose duties were designated as follows: (1) This is an administrative committee which will aid all committee chairmen in getting work done after plans are made, (2) this committee will help in the adjustment of plans, especially as exhibits are being set up, (3) any chairman of an exhibit or program committee will become a member of this committee while his or her problem is being solved.

Next named was the Auditorium Committee, whose duties were to (1) Correlate exhibits, (2) locate exhibits in the auditorium, (3) allocate space, (4) give directions to all school employees working on exhibits, (5) keep in touch with municipal employees and the manager of the auditorium for instructions and assistance, (6) set up a time schedule for the delivery of exhibit materials to the auditorium and their return to schools, (7) coordinate exhibits and pro-

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EDITOR'S NOTE: *The author writes, "Public Schools Week in Long Beach is a co-operative undertaking which engages teachers, students, parents, civic groups, and citizens of high and low degree." In this article Mr. Woodruff tells how it is done, and reports the success of the plan. He is supervisor of secondary education, Long Beach, California.*

grams, and cooperate with committee chairmen in charge of any phase of auditorium exhibits or programs.

Other subcommittees with fully as heavy duties were the Committee on Selection of Exhibits, Program Committee, Transportation and Services Committee, General Information and Publicity Committee, and the Citizens Committee.

is here offered as an illustration of the detail work required for those engaged in the transportation of materials used.

Monday night's program in the convention hall, which opened the week's celebration, drew a crowd of 4300 citizens. Presiding was the president of the chamber of commerce. The principal speaker was a boy from one of the junior high schools.

#### PICK UP FROM POLY HIGH SCHOOL

Bldg. or Room	Articles	See	Time of Moving
Library	Book Rack and Base	Librarian	Friday
Auditorium	Circular Choral Risers	Mr. Reid	Monday—to Convention Hall below stage.
Art Room	4 Art Screens	Mr. Reid	Friday
Commercial Bldg.	Commercial Equipment	Mr. Oliver	Monday A.M.
Music Office, Room 214	Grand Piano	Mr. Reid	Saturday A.M.—place in front of risers below stage
Auditorium	50 Flags	Mr. Reid	Saturday A.M. to stage. Return to Poly Tues. A.M.
Auditorium (Back Stage)	Rugs and 5 Chairs	Mr. Reid	Friday A.M.

(Instruments from Poly must be returned from Convention Hall to Poly High by 8:00 a.m. Tuesday.)

On Friday, April 21, exhibit booths were set up in the exhibit hall of the auditorium for these departments:

Elementary department (10' x 40'), music department (10' x 20'), junior college (10' x 40'), library department (10' x 20'), adult education (10' x 20'), physical education department (10' x 30'), health education (10' x 10'), audio-visual department (10' x 40'), dental department (10' x 20'), science department (10' x 20'), social studies-English department (10' x 20'), home-economics department (10' x 20'), commercial department (26' x 22'), wood trades (12' x 40'), auto shop (12' x 26'), aviation (12' x 26'), metal trades (12' x 26'), petroleum trades (12' x 26'), printing and mechanical drawing (12' x 26'), craftsmen (12' x 26'), art department (20' x 30').

On Friday, Saturday, and Monday school trucks brought exhibit materials for placement in the convention hall. A sample page from the six-page "Pick-Up Schedule"

Other items on the program were musical numbers by the combined elementary-school orchestras of the city, a senior-high-school boy's glee club, a junior-high-school glee club, the combined junior-high-school orchestras, a high-school orchestra, and a senior-high-school brass quartette; a short talk by the superintendent of schools; songs by the junior college a cappella choir; and a parade of flags of all nations.

Throughout the other days of the week scheduled programs were presented from 10:00-11:00 A.M., 1:00-2:00 P.M., 4:00-5:00 P.M., and 7:00-8:00 P.M. in the municipal auditorium. These programs consisted of music, plays, dances, demonstrations, and talks by students from kindergarten through adult education groups. A total of 17,219 persons attended these programs. A total of 2209 students participated in one way or another.

The art department schedule of demonstrations for the week will give the reader

an idea of what was given, not only by that department but by others. The schedule is shown in the accompanying table.

#### ART DEPARTMENT SCHEDULE

Tues.

- 11:30 L. Jr. H.S...Costume; woven belts; design; lettering.  
1:00 3rd-4th Gr..Portrait painting.  
1:45 Jor. H.S....Crafts.

Wed.

- 11:30 L. Jr. H.S...Cartooning; painting.  
1:00 W. H.S....Lettering; painting; cartooning; costume.

Thurs.

- 11:30 H. Jr. H.S...Dry and wet brush painting; papier-mache, and sawdust and glue modeling.  
1:00 Polytech. .Home arts; crafts, painting; costume.  
8:00 J. Coll.....Crafts; painting; lettering.

Fri.

- 11:30 W. Jr. H.S..Painting and chalk talk; book illustrations.  
1:00 F. Jr. H.S...Clay modeling; wood carving; painting.  
3:00 J. Jr. H.S...Costume; clay modeling.  
8:00 J. Coll.....Crafts; painting; lettering.

Every exhibit booth had hostesses in charge. Both teachers and students filled this position. For clarity a sample schedule is offered:

#### TEACHER HOSTESSES, SCIENCE EXHIBIT

Time	Tues.	Wed.	Thurs.	Fri.
10-1	Wilson	Washington	Franklin	Lind.
1-4	Poly	Lindbergh	Jefferson	Frank.
4-7	Wilson	Jefferson	Jefferson	Wash.
7-9	Poly	Lowell	Hamilton	Ham.

Back-to-School programs were given simultaneously with the exhibits and programs at the auditorium. The schools were opened to capacity crowds—on Tuesday, all junior high schools were opened; Wednesday, all senior high schools and the junior college; and Thursday, all elementary schools.

The auditorium programs and exhibits catered to citizens in general. Programs in the school buildings largely attracted parents. Between the two, all interested persons in the city were given an idea of the work of the schools. Over and over again they were reminded of the theme of the week, "Education is rooted in the lives of the people." Reiterated on every hand through posters, radio talks, demonstrations, addresses to clubs and through the newspapers were the objectives which the schools seek to promote: self-realization, better human relationships, economic efficiency, and civic responsibility.

Public Schools Week in Long Beach is a cooperative undertaking which engages teachers, students, parents, civic groups, and citizens of high and low degree. As such, it informs, brings about understanding and appreciation, and builds attitudes that are invaluable to all concerned. It becomes a renewal of faith in high ideals and a rededication to loyal service in education and good citizenship. It is an inspiration needed and appreciated. It is a bit of the story of people working toward what they hope and believe is best for the future of all of us.



#### Conservation vs. Latin

It is imminent that a conservation course of high quality be added to the high-school curriculum of Illinois. A number of serious economic and social maladjustments existing in Illinois reveal the need of such a course in our educational system. . . (Example:) Ninety-seven per cent of the lumber we use comes from outside the State, yet, here in Illinois we have between five and six million acres of land suited for reforestation lying idle. . . Many high-

school students returning to the farm, mine, or small trades after graduation know more about the conjugation of a Latin verb than about the serious conservation problems confronting the people in the State and Nation. Few high schools in Illinois are teaching a course in conservation this year, yet the need for education along this line is challenged by few educators.—THOMAS F. BARTON in *Illinois Teacher*.

## IDEAS IN BRIEF

Practical ideas selected and condensed from articles in state and specialized educational journals

### Team-Work in Writing

To produce better writing by pupils, and to give more members of the class a sense of real accomplishment in composition, I have used a Hollywood idea successfully in the Cashton, Wis., High School. A Hollywood film-writing team is sometimes a balanced group of specialists—for instance, a "gag" man, a good plotter, and a good dialog writer. Some pupils have an easy flow of vivid ideas, but are poor at expression on paper. Some are clever at weaving words, but sterile in ideas. Here is an example of the plan: After a unit on drama I divided the class into balanced groups of three or four. Analysis of pupils' abilities and personalities plays a vital part in the grouping. A typical group might contain an idea-creator, a facile writer, one who tended to ramble, and one who thought and spoke succinctly. The possibilities are infinite. Each group developed a one-act play, and acted it informally before the class. The play voted best was typed and placed in the library. I was besieged by the class to plan similar projects for the short story, the essay, etc. All of these were equally successful. I have found that pupils long for just such an ideal arrangement. They seem to learn from each other very easily certain principles that the teacher might present formally with less lasting effect.—BETTY ELLIN NEWBURG in *Wisconsin Journal of Education*.

### "My Safety Program"

As one of the summarizing activities at the end of a unit on "The Automobile and Safety" in 10th-grade Social Living classes, Polytechnic High School, Riverside, Calif., pupils were assigned the general topic of "My Safety Program". Each was asked to imagine himself ruler of a nation, and then to list what he would do to advance the cause of traffic safety. The results, reflecting classroom reading, library research, general discussion, and individual thought, were papers that in some cases contained as many as 50 to 75 suggestions. Despite duplication, about 80 distinctively different schemes, ideas and plans were advanced by the pupils . . . most of them far from original, a few worthy of serious thought.—TED EDWARD GORDON in *Sierra Educational News*.

### Remedial Conferences

The most important single element in the success of remedial reading classes is the individual confer-

ence. This belief is based upon a study of results during the two-and-a-half years that remedial English work has been conducted in the Starling Junior High School, Columbus, Ohio. The conference period is a preemptive need of almost unbelievable value. When we were compelled by circumstances to give up conferences, our efficiency decreased 75%. Since then, with more class time for conferences, our gains have been climbing.—VERONA F. ROTHENBUSH in *Ohio Schools*.

### Better Office-Machine Plan

The office-machines teacher often feels akin to the jack rabbit. His classroom existence is a hop-skip-and-jump from one type of machine to another. While he is explaining the intricacies of the Monroe calculator to one or more pupils, the learner at the bookkeeping machine twiddles his fingers and wonders on which keys they belong. To avoid such an impasse, DuPont High School (Wilmington, Del.) business-machine classes use student apprentices. Train them in advance, or choose superior students who can spare the time, and let them tell the bookkeeping-machine novice where his fingers belong. By combining the apprentice plan and constant, careful supervision with a rotating assignment schedule, posted for pupils' use, the teacher can escape from a routine of dizzy jumps. He is then free to apply himself to the main duties of speeding the progress of his class. Incidentally, try making apprentices of some of the garden variety of pupil. You might be astonished at the result.—LUTHER M. WEAVER in *Journal of Business Education*.

### Public Schools Own Camp

A summer camp owned by the Board of Education of Cadillac, Mich., was in operation for 7 weeks last summer. Four acres of land beside a lake ten miles from town, with adequate, repairable buildings, were bought by the Board for a reasonable sum. Cadillac citizens and organizations were generous in contributing equipment, and their time as volunteer leaders of activities. A principal and his wife were engaged as director and camp mother. Boys and girls of Cadillac and the vicinity were offered camping opportunities at cost—\$5 a week. Organizations contributed funds to provide a week in camp for many underprivileged children. But children were encouraged to earn their own camping

fees. This summer 146 boys and girls attended camp for at least one week, some of them for two or more weeks. School groups may also use the camp for week-ends this winter.—B. C. SHANKLAND in *Michigan Education Journal*.

### *Unit on Teeth Stirs Up Pupils' Interest*

Following a talk on health to junior- and senior-high-school pupils of Buckingham, Va., by a State Health Department official, the seventh-grade class wanted to learn more about teeth and their care. A unit on the subject was developed. One committee collected teeth of various animals, mounted them for study, noted that structure varied for nut-eaters, leaf-eaters, meat-eaters. A committee collected by mail materials on tooth brushes and tooth paste, and reported to the class. One group had fun constructing sets of teeth from clay and corn grains, with a parched grain here and there to dramatize decay. A committee compounded tooth powders from formulas, found plain salt best and most economical. A group made a picture book propagandizing for proper care of teeth. A group presented a playlet on the subject on a school program. All members of the class propagandized the grade school by writing letters. Good result of this unit on teeth was a movement by the faculty to arrange with dentists for a clinic, which may yet bear fruit.—CARRIE B. FITZGERALD in *Virginia Journal of Education*.

### *Remedial English: Vocational*

How can a remedial English program be made stimulating, interesting, practical, and informative, and also achieve its aims of improvement in reading and composition? For 11th-grade students in the Steinmetz High School, Chicago, a unit on careers is proving to be one answer. Retarded students, particularly, seem to experience the urge to leave school for the working world. Academic books irk them. They want "something" they think will "do them some good". The reading of fiction books with plots built around the various vocations occupies the second half of the first semester. The gathering of specific information on a particular vocation from nonfiction vocational and related books as well as pamphlets is done in the second semester.—AGATHA R. FOSSE in *The English Journal*.

### *Our Guidance-Study Hall*

In many high schools the homeroom-guidance period is twenty minutes or less in length. And in many of those same schools the principal work of the study-hall teacher is considered to be mainte-

nance of discipline. It seems apparent that in such schools guidance is being slighted. In Whitefish Bay, Wis., High School, we take advantage of the study-hall periods for guidance work. Student monitors attend to all routine details, such as taking roll call, signing passes, answering the telephone, etc. At the beginning of a semester, necessary group and individual instruction on effective methods of study is undertaken. After that, much of the study-hall teacher's time is free for individual guidance conferences with students. The guidance-study hall is more efficient than the discipline study hall—and the plan permits of an added amount of guidance work at no additional cost.—MARY HELEN KEATING in *Wisconsin Journal of Education*.

### *Plate-Lunch Special*

Every school lunchroom should offer a plate-lunch special at the lowest possible cost to pupils. Rural schools outside of villages are wise to limit their food service to such a lunch, with possibly the addition of raw fruit and ice cream for those with extra appetites and money. But even a large cafeteria should offer at least one plate-lunch special at a bargain price. If children have little acquaintance with dark breads, vegetables and salads, they will not buy even a bargain plate lunch composed of these foods. New and nutritionally desirable foods should be introduced gradually after the teachers have emphasized their importance in all classrooms. Serve small portions of new foods with familiar, well-liked foods. Introduce dark bread as one-half of a sandwich with a popular filling. Have the art department, if the school has one, make posters illustrating the importance of nutritious foods.—MARTHA KOEHN in *Ohio Schools*.

### *Tulsa's Own Summer Session For Teachers*

This year Tulsa, Okla., Public Schools brought the summer school to the teacher—for two weeks. Democracy went into action when teachers received a chance to suggest the kinds of instructional aid they needed. Thus the teachers had a summer session devoted to the specific problems of their own school system. Teachers attended to meet professional-advancement requirements, to gain credit from the University of Tulsa, and because they wanted to. The conference included lectures, round-table discussion, workshops and demonstration, entertainment. Group leaders came from a number of large universities throughout the country. The superintendent of schools reports a stimulating effect upon both teachers and the community.—*The Curriculum Journal*.

# THE GOOD LIFE:

## *Shaker Heights' 11th-grade English course*

By GRACE GRAHAM and LOUISE McCACKEN

**I**N SEPTEMBER 1936 we moved our study of the Changing Culture of the American People<sup>1</sup> from the tenth year of Shaker High School to the eleventh in order that this English course might parallel the United States history required of juniors.

Our main purpose was to help the Shaker Heights student with superior privileges to get an understanding of his responsibility to life.

We continued to emphasize during semester I what James Truslow Adams calls the American dream, "that dream of a land in which life should be better and richer and fuller for every man, with opportunity for each according to his ability or achievement."<sup>2</sup> We also continued during semester II our effort to discover what is a better and richer and fuller life, but because our stu-

dents were now juniors instead of sophomores we found this effort could be made more intensive.

We therefore gave over to this study our entire composition time, the semester writing requirement being a term paper of two thousand or more words. This was written in sections after class discussion.

We found that discussions for each section were organized most effectively by centering them around questions previously dictated. Also, in order to give stimulation or point to the discussions, we teachers frequently read a pertinent quotation and asked for reactions.

For example, we began our study by reading the following from *The Epic of America*:

If the American dream is to come true, those on top, financially, intellectually, or otherwise, have got to devote themselves to the "Great Society", and those who are below in the scale have got to strive to rise, not merely economically, but culturally. We cannot become a great democracy by giving ourselves up as individuals to selfishness, physical comfort, and cheap amusements. The very foundation of the American dream of a better and richer life for all is that all, in varying degrees, shall be capable of wanting to share in it. It can never be wrought into a reality by cheap people. . . .

Until countless men and women have decided in their own hearts . . . what is a genuinely satisfying life, a "good life" in the old Greek sense, we need look to neither political nor business leaders.<sup>3</sup>

We declared our sincere belief in these principles and stated our conviction that as teachers we could do nothing more worthwhile than to lead our students in a

EDITOR'S NOTE: The actual title of this English course is "The Changing Culture of the American People". And its subject matter deals with the American ideal of a richer and a fuller life for everyone. The course is taught by the authors as a two-semester subject that parallels the 11th-grade American history course in the Shaker High School, Shaker Heights, Cleveland, Ohio. Miss Graham, who is chairman of the English department, reports that they are thinking of dividing the course into three parts, with the idea of using each part as the beginning for a core course that would continue through the sophomore, junior, and senior years of the high school.

<sup>1</sup> *Ibid.*, p. 411.

<sup>2</sup> *Ibid.*, p. 415.

study of the implications of the better, richer, fuller life of the American dream.

Our first step, obviously, was to determine what is meant by the "good life", and we tentatively settled upon this student definition: "A good life is a life in which one is happy physically, mentally, and spiritually."

In the discussion of physical happiness the students were agreed upon the desirability of having a strong body, and they admitted its requirements to be sufficient exercise, rest, and food. In our consideration of the proper amount of exercise, one class came upon Alexis Carrel's statement: "Athletes are not in general very intelligent—and excess of athletics prevents intellectual progress."<sup>5</sup>

No one familiar with sports-worshipping youth would expect these ideas to go unchallenged, but after the shouting had partially died down, several students wondered whether most high-school and college young people might not easily begin tapering off the hours given to sports, since the time available to the average employed adult for exercise is of necessity restricted.

The question, "What is the adult's chief reason for exercise?" brought the realization that through exercise he gains power to withstand the wear and tear of a high-pitched civilization, but that "mental and nervous strength is infinitely more important than muscular strength."<sup>6</sup>

As for sleep, everyone conceded the desirability of an eight-hour minimum, but it was surprising to discover how few of our students actually get that much.

In considering food, and the question of "What constitutes a balanced diet?" most students were sure that the meals served in their homes were of optimum quality, until home-economics girls listed the requirements of a protective diet and the actual meals of a given day were checked against them. Food then became so serious a matter that one boy wrote:

<sup>5</sup> Alexis Carrel, *Man, the Unknown*. New York: Harper & Bros., 1935, p. 122.

<sup>6</sup> *Ibid.*, p. 110.

"Like all precise machines, the body must have fuel. By fuel, I mean food, and not food such as a great majority of our people are getting today; fuel such as the third of our population living below a minimum standard of living cannot obtain; and food such as those who do have money enough do not procure because of ignorance, misleading advertising or plain indifference."

Before taking up mental happiness, we teachers made it clear that there is no real separation between body and mind. These were the questions dictated:

1. Is there a moral obligation to be intelligent?
2. What is the food of the mind?
3. What suggestions would you give for a balanced mental (or reading) diet?
4. What is honest thinking?
5. How important is a knowledge of the past? Has such knowledge any relation to sound judgment?
6. Of what use is a sense of humor?

Although each question was considered in class, the discussion of question one was the most prolonged. The students concluded finally that perhaps in certain situations one might either cultivate his mind or let it go to seed as he pleased, but not in a democracy. For, they said, if you define a democracy in Jefferson's terms as "a government of the best minds, elected by a populace sufficiently enlightened to select the best minds," you immediately see that such a "democracy cannot thrive except among educated and cultivated men."<sup>7</sup>

At this point a student asked, "Just what is an educated man?" The answers to this question were a tremendous surprise to us as teachers, for they showed that our students were almost completely in the dark as to what we were up to with them.

They said an educated man was one who had got an education. When asked to be more explicit, some said an educated man

<sup>7</sup> Gilbert Chinard, *Thomas Jefferson*. Boston: Little, Brown & Co., 1929, p. 127.

<sup>8</sup> Arthur E. Morgan, *Antioch Notes*, Feb. 1, 1935.

was one who had got a high-school diploma. Others said he was one who had got a degree from college.

When asked whether Franklin could be considered an educated man, they concluded he could, even without any sort of diploma. They said he had done for himself what a college usually does for a student. Pressed as to what a college usually does, they decided a college makes it easier for one to get an education.

Eventually someone cited the derivation of *educate* as "a leading out", and from this point they went on to the conception of an educated person as one whose potentialities have been led out—the "complete human being" of Alexis Carrel. They were faced with the disconcerting truth that nobody can *get* an education, that personal effort must be made. They also began to see that teachers regard their job as one of stimulating each student to make this effort.

When we commenced to plan for the third topic, spiritual health, both teachers and pupils wondered whether we weren't in danger of getting considerably beyond our depth. Alexis Carrel's observation seemed only too true: "Moral sense is almost completely ignored by modern society. We have, in fact, suppressed its manifestations. All are imbued with irresponsibility. Those who discern good and evil, who are industrious and provident, remain poor and are looked upon as morons."<sup>9</sup>

Just at this time, however, William F. McDermott wrote in his column in the *Cleveland Plain Dealer*:

I am not a theologian, but if I were I should prepare a sermon on the affirmation that the fundamental trouble with this perplexed and uneasy world is a decay in spiritual values. . . . Wars have been made before, but never with such disregard for the humanities or with so callous an attitude toward slaughter of the civilian population. Treaties have been broken many times in history, but not with such an air of righteousness or so generally that no nation could trust the pledged word of any other. . . .

We stand in desperate want of faith and good

<sup>9</sup> Carrel, *op. cit.*, pp. 152-53.

will, of truth, honor, fairness, and those trite, timeless measures of conduct which are the basis of a tolerable communal life.

We need . . . to be told again by Francis Bacon that plain and simple goodness is the greatest dignity of the mind, and that, without it, man is a mischievous and wretched thing. . . .<sup>10</sup>

Then, four days later, he wrote:

You wouldn't suppose there was anything controversial in a suggestion that a good deal of the world's current troubles may be due to a decay of the simplest and most ancient moral values. A homily on that subject printed last week brought a greater number of earnest and reflective letters than any non-political piece printed in this place for months.

Some of the letters came from clerics and educators. But most of them were from ordinary members of the laity.

You got the impression that here was a topic of the widest interest and the most personal importance which was too seldom touched on in newspapers of general circulation. Enough letters are on hand for a dozen columns. . . .<sup>11</sup>

Very well, we decided, if the present state of the spirit is a topic of interest and importance to many ordinary members of the laity, perhaps it can also be made a matter of moment to their children. We therefore waded right in with these questions:

1. What do you mean by *spirit*?
2. What would you consider food for the spirit?
3. Is beauty important? Why?
4. How would you define a real civilization?

5. Is religion a necessity for man?

We tried to make it clear at the outset that if neither the body nor the mind can be investigated separately, certainly the mind and the spirit cannot be so investigated, the division of the mental activities into intellectual and spiritual being merely for convenience.

Perhaps the simplest way of suggesting the results of our discussion on these questions is to quote at some length from a student's paper:

<sup>10</sup> William F. McDermott, *Cleveland Plain Dealer*, April 14, 1938.

<sup>11</sup> *Ibid.*, April 18, 1938.

The third and last of the essential factors of happiness in oneself is probably the most important and certainly the most vague. . . . All that is known of the spirit is that it is the thing in man that makes him different from other forms of life, the thing that makes the human race supreme upon the face of the earth, the driving power that guides man along the path of courage, truth, faithfulness, and brings about the continual surge upward towards perfection. It is the manifestation of God in man, and it has been said that there is no man without a spark of divinity, however small, burning within him.

Because it is obviously so important, the soul must be carefully nourished, even as are the body and mind if one is to reach ultimate happiness. The spark of divinity must be fed by constant contact with the higher, finer things of life. Such essentials to spiritual strength are courage, justice, and truth; religion and philosophy; nature, quiet, and the fine arts. All of these represent some form of the beauty that is so essential to a full, happy life. . . .

Civilization as we see it would be made up of idealistic people following the doctrine of the Good Life, of people who were healthy in body, mind, and spirit, and were thus able to think less of themselves and more of their fellowmen. It would consist of people who were not greedy for material things but rather of those who admired decency and placed a good man ahead of one possessing wealth. We believe that religion in its true sense would play a very important part in this type of life. (Religion was defined as a voluntary and continuous binding of oneself to the highest thing he knows.) In order to be happy, man must have something beyond the horizon to catch and hold his imagination.

From the outset of this study we teachers had had in mind Bertrand Russell's definition of the good life as a life "that makes for happiness both in oneself and in others".<sup>12</sup> Although we had suggested nothing in addition to the original definition agreed upon by the students, they had, by this time, become aware that the good life has a definition that is partly individual and also partly social.

A student had brought in this quotation: "The grand essentials to happiness in life are something to do, something to love, and something to hope for." We therefore

decided to consider the social implications of the good life under these three headings.

Our first questions were the following:

1. Is work an obligation?
2. What sort of job should one try for?
3. Are there any limits to one's choice of a job?
4. What is a "socially serviceable job"?
5. Is the incentive of profit the only thing that men will work for?
6. Do you know of any goals of success other than the accumulation of money?
7. What sum would cover proper food, adequate clothing, comfortable shelter, and necessary advancement for a Shaker Heights family for one month? (A class divided into fourths to study each item.)
8. What is sufficient material prosperity to maintain the good life?

Many of our conclusions are expressed in these excerpts from a student's paper:

Is work an obligation? There are two viewpoints on this subject. One, the traditional *laissez-faire* policy, says that if a man can secure enough money to make himself independent, he should not be required to labor further. The other viewpoint considers this philosophy wrong, because when a man ceases to work, a share of the world's labor is either left undone or split of necessity among the remaining laborers. While both these positions have their good points I must confess that to me all the arguing is senseless for this reason: Man is so physically constituted that he must do something or perish of insanity. Therefore, it is silly to debate *do's* and *don't's* when a fairly general physical law holds. Man must work to be really happy.

Another student believed that "if a person wants to do a certain job, and is capable of doing the job well, and the salary is \$3,000 a year, he should take this job instead of a \$10,000 job in which he is not particularly interested."

Question eight was answered by comparing the answers to question seven with the standard family budget, which allows varying percentages for food, operating costs, clothes, advancement, and savings. (At this point several students began to suspect that their share of the family income was con-

<sup>12</sup> Bertrand Russell, *Conquest of Happiness*. New York: Horace Liveright, 1930, p. 108.

siderably more than they, in strict justice, were entitled to.)

One student wrote:

For the average family in Shaker Heights a conservative estimate of a salary capable of supporting a life of gentility is somewhere in the neighborhood of four thousand dollars a year. Now it is made clear why there is such a small percentage of people throughout the world pursuing the Good Life.

In his book, *The Shape of Things to Come*, H. G. Wells continually sets forth proof that the main cause of discontent and strife in the world today is the strained economic situation, and we agree with his opinion to the extent that we do not believe the world as a whole will ever be secure and happy until some righteous monetary basis has been found, a basis which will enable everyone to have an equal chance of living the Good Life.

Our questions on the second topic, Something to Love, were three:

1. How important are friends?
2. Should your friends all be your own age?

3. What is the danger of gregariousness?

Since friendship is of enormous importance to young people, these questions brought forth little controversial discussion. Many students were, however, interested in Donald Laird's *Why We Don't Like People*, when it was suggested as one means of finding out why we aren't as popular as we would like to be. They were also impressed by the personality rating sheets which most colleges now send out.

Our questions for the final topic, Something to Hope for, were the following:

1. Has one any responsibility beyond making himself and his friends happy?

2. What demands does a democracy make on its citizens?

3. What is the greatest present obstacle to the good life?

4. What general rules can you suggest for the solution of social problems?

5. What is the hope of those who attempt to live the good life?

In discussing these questions we found the students needed more help than in any

of the preceding discussions. We therefore made a more generous use of quotations than we had previously found necessary.

For example, in discussing question one we reminded them of the admonition of Edward Bok's grandmother, "Make you the world a bit more beautiful and better because you have been in it,"<sup>13</sup> before presenting Thomas Paine's more serious declaration: "The world is my country, mankind are my friends. . . ."<sup>14</sup>

The discussion of the moral obligation to be intelligent had partially answered question two, but the students now began to realize that in a democracy it is everyone's duty to see that his part of the world goes on right, and that the best brains and strongest characters must be at the disposal of the state.

The third question gave them little trouble. They had long suspected that "no people can have Liberty, Democracy, Justice, etc., till those good things have been founded, not in the law, but in a fearless, unprivileged economic system."<sup>15</sup>

As a help for question four we read this quotation: "When you are trying to think out the fair and honest course in your own life, remember the ideals which started America on its way. They are eternal principles. Test the claims and arguments of opposing views by these fundamental laws. Use them for measuring sticks."<sup>16</sup>

Accordingly, in answering the final question we went back to one idealist who started America on its way, and we decided that those who attempt to live the good life want, with Jefferson, "a beautiful and intelligent civilization". They, with him, speak "for a new political philosophy, for architecture, gardens, education, science,

<sup>13</sup> Edward Bok, *Americanization of Edward Bok*. New York: Scribner's Sons, 1920, p. xxi.

<sup>14</sup> Thomas Paine quoted in Preston Bradley, *Power from Right Thinking*. Indianapolis: Bobbs-Merrill Co., 1936, p. 225.

<sup>15</sup> Lincoln Steffens, *Lincoln Steffens Speaking*. New York: Harcourt, Brace & Co., 1936, p. 177.

<sup>16</sup> Bradley, *op. cit.*, p. 222.

for peace and justice, and for a recapturing of the best in Athenian civilization."<sup>17</sup>

We have read that "it requires audacity unaccompanied by a sense of humor to essay these days to know what is what."<sup>18</sup> And yet that is pretty much what we attempted.

We realize that throughout this study we have made heavy demands upon "the generous youthful impulse to reflect on the world and our position in it."<sup>19</sup> Furthermore, we know that we have not reached every student. One boy, throughout the semester, steadily referred to "the mythical good life".

We realize that the Good Life "is dependent on a thousand factors of economic and

social well-being which are not yet operative in the world."<sup>20</sup>

As one boy wrote, "The uneducated must be educated; the narrow-minded, liberalized; and the irreconcilables, regulated." He recognized these as three tremendous problems. "But," he concluded, "with time as an ally, nothing is impossible."

And this is the attitude we hope to develop in our students. We want them to seek happiness by engaging "in the long battle of mankind to make life more tolerable,"<sup>21</sup> confident that "had chaos triumphed over order, except during a nightmare, the world would long since have destroyed itself."<sup>22</sup>

<sup>17</sup> Edgar Lee Masters, *Whitman*. New York: Scribner's Sons, 1937, p. 48.

<sup>18</sup> Irwin Edman, *Living Philosophies*. New York: Simon & Schuster, 1931, p. 278.

<sup>19</sup> William James, *Letters*. Boston: Little, Brown & Co., 1920, Vol. I, p. 189.

<sup>20</sup> Edman, *op. cit.*, p. 282.

<sup>21</sup> Vincent Sheean, *Personal History*. Garden City, New York: Doubleday Doran & Co., 1935, p. 181.

<sup>22</sup> *Best Poems of 1936*, selected by Thomas Moulton. New York: Harcourt, Brace & Co., 1937, p. 11.



## School Auditoriums Usually Not Well Planned

School auditoriums throughout the United States are usually not well planned. A common mistake is to make the auditorium far too large, the proscenium or stage opening too wide, and the stage itself very shallow.

Because there is an increasing community demand for the use of school auditoriums for plays, concerts, forums, and motion pictures, and because a school auditorium costs anywhere from \$50,000 to \$150,000 or more, a badly planned auditorium is not only extravagant but defeats the purpose for which it was built. These are the conclusions reached by the U. S. Office of Education as the result of a study of school auditoriums in 21 states.

The first requirement of a good school auditorium is that it should not be too large, the U. S. Office of Education warns. Auditoriums should not be planned to house the whole capacity of the school, if the enrolment is 1,000 or more. Most professional theaters in New York have a capacity of 1,000 seats or slightly less. Very few professional actors can project their trained voices or "get across" the footlights in a 1,200- or 1,500-seat auditorium, it is pointed out. Much less can this be done by amateurs. The auditorium capacity should range from 500 or

less to 750 in order to give the intimacy necessary to an effective theater where amateurs perform.

A stage should never be less than 25 feet in depth, and the width of the proscenium arch 30 to 32 feet. One of the most frequent and most serious faults in the planning of an auditorium is the tendency to provide too little or no off-stage space, the survey indicates. The acting area of any stage should never be much more than one-third of its total area. The safe rule is that the total stage space from side wall to side wall should never be less than twice the width of the proscenium arch. Lack of such off-stage space may impair permanently the usefulness of the auditorium for the many occasions for which the school and the community may wish to use it.

None of the 30 auditoriums included in the U. S. Office of Education study met requirements for off-stage space; only 2 school auditoriums provided stages 25 feet in depth; and in only 13 was the width of the proscenium arch 30 to 32 feet.

Copies of the U. S. Office of Education publication, "The School Auditorium as a Theater," price 10 cents, are available from the Superintendent of Documents, United States Government Printing Office, Washington, D.C.

# "THE RECEIVING END"

## The slings and arrows of outrageous fortune, by direct mail

By ROBERT B. NIXON

TEACHERS ARE very popular people. At least the postman must think so. For does he not deliver to our doors a host of mail which looks very important, if one may judge by its imposing return addresses and startling messages printed in red, blue, green and purple ink on the faces of the envelopes?

Many a drab winter evening is cheered by opening these envelopes and examining their not-too-brief contents. It all makes one glow with importance to reflect upon how the business world depends on the teachers' meager dollars for carrying on . . . and on.

That attractive envelope with its promise of a souvenir inside contains a little bulletin that informs me that my life needs insuring. I already have more than I can carry, but the company thinks it ought to be more. Just why is a teacher's life so important that it must be over-insured? The souvenir was a joke book designed to appeal to the teacher's sense of humor. The three jokes which were new might sound well at a saints' convention.

We must not forget that to get under the health umbrella not only makes one a fel-

low-traveler with Chamberlain, but also makes illness a pleasure. Hospital days are really delightful if you come under our umbrella.

Now that dignified envelope with the high-powered return address is from an educational association which was fortunate enough to secure a tidy number of thousands of dollars, with which to investigate the worthiness of their subject field. Having decided it was worthy, the chosen few who made the investigation have decided to publish another magazine! Ah, but this time it's to be a different magazine. For one dollar a year you will get all the details of the investigation plus the opportunity of receiving suggestions on how to make your subject more appreciated in your school and community.

The envelope with the Scarlet O'Horrors hue tells you how to receive for eighteen weeks a magazine boiling the news to a minimum so that you—such a busy person—will not have to look at a newspaper. After receiving the magazine for eighteen weeks you will continue to receive it until you write a strong letter to ye editor saying you absolutely refuse to pay for it if you continue to receive it.

That dainty little envelope contains a notice from a famous loan company. All teacher worries are banished by merely signing a sheet of paper and making convenient payments . . . and payments! If one has such a loan in effect at the time of receiving the epistle his heart falls to the pit of his stomach. Could his last check have miscarried, and is this the lawyer's notice

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*EDITOR'S NOTE: We invite you to laugh and moan with Mr. Nixon over the contents of every teacher's mail. We gather from his report that this country is swarming with commercial and philanthropic concerns that maintain, cherish, and use frequently their mailing lists of teachers. The author teaches in the Radnor High School, Wayne, Pennsylvania.*

plus extra charges? Fortunately it isn't, and one has the pleasure of reading the enclosed poem from the staff poet, telling dear teacher all about the joys of living on his recently cut pay check.

The dark brown folder contains a tearful request to rush a remittance to a New York City address, which remittance will be used to save the bald eagles. One look in the mirror and we decide that charity begins at home, so buy ourselves a bottle of hair tonic.

Of course teachers love the draamah! Won't you join our little theatre group for five dollars a season? We would dearly love you as an active member. You may lug furniture to and from the playhouse and sweep the stage the first three years for your five dollars. Perhaps Mrs. Arrow Gant will then decide you have sufficient talent to appear in her next play in which she appears and directs. You will have the g-r-r-andest times. And it's all very important to the community's well being.

The stiff card in that envelope is a pledge that you should sign to help the local charity organization, which needs the mortgage you place on your salary so that they may do more for some of the youngsters you have in your classes—and sometimes think have had too much done for them already. When will they begin helping themselves? Mrs. Leaner's girls have asked the charity group to pay for dancing lessons. You can't even pay conveniently for your own youngster's music lessons.

The multicolored folder tells you of the wonderful travel values you can receive for so little. One never learns of their real values until he takes a trip and finds the literature is often the best part of it.

Would you like to win a radio? Maybe it will be ten thousand dollars, a Ford V-8, or Buckingham Palace. Merely sign your name and enclose ten subscriptions to the magazine advertised, or ask your friends to save labels from things they buy, and you might be the lucky person.

Luck? Why it fairly yells for teachers to grab it. The Irish postage stamp bore to you ten tickets on the Sweeps. Not wishing to roll in wealth, you return the tickets with thanks. Probably our friends across the seas think we teachers are old meanies not to favor riches and hospitals.

If you rush down to the mail box with enclosed envelope or card we will send you ties, shirts, brief cases, pencil sets, and any number of things you will find in department stores, but which are never so good as those we offer, because our direct-mail selling cuts down tremendous overhead.

Would you like to own shares in a gold mine and have huge dividends pouring into your pockets?

After careful investigation it has been found that teachers can share in *all* the gold mines of life if they get out of the teacher-giving-line, and think up some scheme to get into the *receiving* line. The mail waiting for us every morning and evening proves we must be in the wrong line.



### *The I.Q. War*

There are not a few psychologists these days engaged in a grand "bull-fight" over the constancy-of-I.Q. question. Feeling runs high and the words are sharp and bitter. Are we to conclude that that feeling is an expression of emotion, and may even, perhaps, be mobilizing the thinking? If so, glands and nerve cells are strangely mixed and interdependent. How much more convincing psychologists are when engaged in a fight than when spinning their theories!—JOHN G. ROCKWELL in *Educational Method*.

### *Asylum Fodder*

"One out of every 10 persons living in the metropolitan area will go to a mental institution before he dies. More high school graduates enter insane asylums than go to college." After these startling, documented statements, Dr. John F. Fox, supervising principal, Raritan, N.J., said that teaching proper use of leisure time is one of the "cardinal principles of education." Such training should bring emotional stability to every child, he said.—*New Jersey Convention Review*.

# THE EDUCATIONAL WHIRL

*A department of satire and sharp comment*

**Contributors:** JAMES RINSETT,EFFA E. PRESTON, C. W. ROBERTS,  
FRANK A. LONN, DOUGLAS S. WARD, MAUDE DEXTER, JOSEPH BUR-  
TON VASCHÉ, R. ELIZABETH REYNOLDS, ROBERT B. NIXON, and  
GRACE LAWRENCE.

The qualifications of teachers are supposed to be closely related to the salaries which they receive, but we know some cases where they aren't even speaking acquaintances. **E. E. P.**

nor considered absent. The rewards to students were, thereby, distributed as follows:

To students who remained at their tasks—a drab day at school while their more aggressive classmates or those with pliable parents enjoyed themselves.

To students who were legitimately absent on account of illness or work—an absent mark on their record and the obligation of making up work.

To students previously excused for the parade—no absent mark on their record, but wasted time and effort in adhering to the rules.

To students who broke the rule and "played hookie"—no absent mark, no make-up work, a successful experience in "getting by." **J. R.**

## *The Frost Is on the Teacher*

When the frost is on the punkin, teachers in most states enjoy the invaluable privilege of escaping from schools where a principal or a superintendent rules the roost.

They flock to conventions where not one administrator, but a whole hierarchy of committees thereof tell teachers exactly what they must do in order to be democratic back in X-ville when they return to one-man rule. **D. S. W.**

"Women teachers make the best spouses," Burgess and Cottrell report in *Predicting Success in Marriage*. Well, anything for a change. **C. W. R.**

## *Character Ed. at B.H.S.*

The coming to the city of the Big Convention and its day-long parade was heralded at B.H.S. by a bulletin announcing that all students who on the preceding day brought written permission from their parents would be excused.

The discovery on Parade Day that large numbers were absent without excuses gave the administration, fearful of the politically influential and the patriots, a real headache. What to do? A bulletin was issued the following day announcing that all students absent for the parade would be neither marked

## *Ah, Christmas!*

The board of education says in its book of rules that no teacher can receive Christmas presents from the pupils. So, when the class invites us to step out of the room so they can talk over something we're not supposed to know about we officially take out the little blue book and read them the paragraph that applies to the situation.

Then they tell us that other teachers get presents and we say yes, we know it has been done, and then we step out of the room. Meanwhile we are standing on two very nervous legs, expecting the principal to heave in sight any minute.

Then we stay out in the hall other periods while they discuss the price. Some want to spend \$3 for it, but Solomon says, "No, there are bargains down in Leux's for 59 cents." Gloria the politician's daughter objects. If they give the teacher something cheap, it will make her angry and a lot of them won't get such good marks. Johnny, for whom we have a yen, but whom the class labels "teacher's pet" says nothing is too good for us and makes a motion the class spend ten dollars for a good pair of lounging pajamas. Thirty-four of the thirty-five jump on Johnny and he emerges five minutes later rather battered and worn.

Anthony takes advantage of the receding tide, and makes a motion the class give us nothing. (Anthony, incidentally, has been responsible for us

**EDITOR'S NOTE:** Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

being brought up for everything except a supreme court investigation.) He is given plenty of reason to repent his impulsive suggestion.

The treasurer says please not to get mad at him—he means no harm—but maybe Anthony is right in a way; there is only thirty-five cents in the treasury and you can't get anything for thirty-five cents.

Scotty says that is silly. The thirty-five cents are a nest egg. They can easily add to it without it costing the class a cent. Doesn't the teacher give everyone a nickel who shows considerable improvement in neatness during the week? All they would have to do would be for everyone to hand in sloppy papers Monday and neat papers Friday. Everybody agrees.

Then Friday rolls around and the principal gives the school a surprise "treat"—a movie furnished by the So-and-So Company. (I'm for the So-and-So Company—it pays 80 per cent of the city taxes—a pleasant fact to reflect upon in connection with salary checks, but as far as movies are concerned, I wish the So-and-So Company would—well, just omit them.) So we can't give any written work in class Friday, and thus no rewards for neatness.

Monday, the usual collection of individual presents assembles—six tid-bits of lace in a box marked "handkerchiefs", several gallons of perfume in assorted bottles that smell like the effluvia from the Jersey marshes, a doll's head lost in 49 yards of cerise ribbon, covering the greater part of an acre, but meant to decorate a bed-spread, six pounds of pretzels from Herman, the baker's son, a misty ruffle that Charlie McCarthy might use for shorts in a pinch, a hand-painted coat-hanger, a box of purple writing paper—in fact a number of articles that make every teacher nostalgic when she passes the window of a rummage sale.

I guess the board of education is right! G. L.

### Lucy to Jenny

"Will you never learn, Jenny? Even if you are a beginning teacher you ought to know that we'd have a good lunch in the school cafeteria today."

"Isn't it Parents' Visiting Day?" F. A. L.

### Thrills

1. The thrill that comes when the principal compliments you upon your splendid execution of a nasty task—and adds another as part of his compliment. (The willing hoss gets no rest.)

2. The thrill that tingles down your spine when the faculty secretary scolds you in front of students or parents, all because her coffee didn't agree with her that morning. (Marry her off.)

3. The thrill that comes when Dr. Vera Sloe,

after telling the assembled sisters she will adopt our plan for needed changes in the educational edifice, brings it forth so changed that nobody recognizes it. (A first-class idea can be wrecked by tinkering.)

R. B. N.

### Ominous Silence

High-school people should be disturbed by an ominous silence on a certain subject which has been maintained this fall in the newspapers of the nation:

Last school year the press carried faithful reports on the progress of a dietary trend among college students—the consumption of such odd items as goldfish, angleworms, and phonograph records. What are the campus menus this year? Are they too terrible to report? What, oh what, are our June high-school graduates now gulping in institutions of higher learning?

M. D.

*Freshman: Plant; Sophomore: Sprout; Junior: Bud; Senior: Bloom; P. G.: Seed.*

J. B. V.

### When the Bell Rang

Since one of my aims is to make my classes interesting, I always watch for signs that I am successful. When the bell rang the other day, a boy remarked, "This period is too short . . ."

"Thank you!" I said, feeling so pleased with myself.

Then he finished his sentence, ". . . on reading day."

R. E. R.

Don't get a swelled head if the big boss praises your work; it's a very short distance from a pat on the back to a kick in the culottes.

E. E. P.

### Of Course, of Course!

A member of the board of education of a western city was recently ordered home by his physician for a prolonged rest from business. His home faced one of the system's largest schools.

Day after day from his own porch he observed that with the ringing of the closing bell teachers would actually beat students to the front door, out-stride them down the stairs, and out-race them to the waiting streetcars. He didn't realize that they were hurrying to professional meetings. J. B. V.

A California Indian's reaction to the first Institute program he attended as guest of the county superintendent: "Heap big wind! All dust! No rain!"

J. B. V.

# Seven Questions on CONSUMER Education

By  
L. ROBERT FREMBLING

A<sup>N</sup> ATTEMPT will be made here to answer several questions which are uppermost in many educators' minds as they think of consumer education. In no case will the answer given present all viewpoints.

The bibliography found in this article is for books written since 1937. The pamphlets and periodicals given do not cover the field but have been found useful by the writer.

Many of the ideas expressed are the results of collaborative thought of California consumer educators, of Doctor Cassels of Stephens College, and also of gleanings from the correspondence and writings of such noted educators as Doctor Shields of the University of Chicago and Dr. Henry Harap of the George Peabody College for Teachers. The writer takes full responsibility for any divergence of opinion and hopes to present some suggestions that are workable to others.

*Do Consumer Educators Agree on the Aim of Such a Course?* Consumer educators seem to divide into two groups at the present time:



**EDITOR'S NOTE:** *The first experimental consumer-education course offered by the Lodi, California, Union High School, was begun in February 1936. The school now has three classes in consumer education each year. Last winter a class in adult consumer education was sponsored by the Parent-Teacher Association under the direction of the author, who teaches in the school. This article is based upon the author's own experience in teaching consumer education, but also draws upon the ideas of a number of leaders in the field.*

1. Those who think business is fundamentally honest—who accept the advertisements they read and the propaganda they hear.

2. Those who are inclined to view business with suspicion.

The first group are not opposed to using magazines and other propaganda materials from rather questionable sources. They attempt to teach general principles which can be applied by the student at any time in his career as a buyer.

The second group disapprove of any literature which smacks of propaganda and feel that the student must learn specific knowledge of definite products for immediate use.

To steer a middle course in consumer education seems to many an impossibility. If these educators could accept such a course it would mean avoiding many pitfalls.

Then, necessarily, the aims and objectives of each course as now given are different from those of all others. Doctor Cassels said at the San Francisco meeting this summer, "We do not need a mold into which consumer education can be forced—we need a blueprint of a charted course." All educators seem to agree that their efforts should bring forth an intelligently informed consumer group, but how to arrive at this result uniformly or with a like body of knowledge seems incomprehensible.

At the same meeting Doctor Cassels outlined briefly a course embodying four units: buymanship, personal economics, social economics (from a consumer viewpoint), and general education (to develop a capacity to enjoy).

*Do Students Usually Have an Idea of the*

*Objectives of Consumer Education?* Students seldom understand the objectives of the course when they first enter. It is well, for this reason, to elicit their attention by introducing much of the most interesting work in the first few weeks. Then such material on economics as is essential can be logically brought in as the students recognize the need for it. This beginning work can include simple testing, discussions of some widely publicized frauds which are perpetrated on unwary consumers, and the conducting of simple surveys on consumer problems.

The writer has used a survey on consumer attitude in buying, a survey of brands of coffee used and of the reasons for which consumers buy them, a fruit juice testing experiment, a breakfast cereal testing experiment, a can-opener testing project, and discussions of reports on frauds by the Better Business Bureau.

These projects not only awaken the student to the problems which confront him as a consumer, but show why he as a consumer must be on the alert.

*What Is the Attitude of the Student to the Course?* Students become overzealous and must be checked by the teacher from time to time to prevent them from becoming pessimistic and "buyer conscious". There are students who, when once made aware of business frauds, tend to believe all business men are unscrupulous and all advertising is bad. After creating an awareness of the problems of the consumer the teacher must, logically, go through the next step and show what the consumer can do to protect himself. In showing the student the various means of protection offered one may point out that the best consumer protection is knowledge, and planning by the individual so that each may cope with his or her own problem.

It is important that each student not only know but express the proper attitude of the course, lest the public become incorrectly informed of the objective.

#### *What Materials Other Than Textbooks*

*Are Useful to the Teacher of Consumer Education?* A list of new literature and materials which may be added to those already known to the teacher are included at the end of this section. Any course in consumer education, to be effective, must use materials other than a textbook and a few reference books. All consumer educators should plan to build a large library for class use, as well as a large reference library of pamphlets and sundry materials which are available for a few cents each or gratis. Several syllabi are now available, as well as an annotated book of 2,000 references by Mr. George C. Mann of the California State Department of Education, to help the new teacher in this field.

#### BOOKS

- Allertz, Norma C., and Dye, Lucius W., *A Course in Consumer Education*, University of Nebraska, Lincoln, Neb., 1939.
- Austin, Kay, *What Do You Want For \$1.98?* Carrick and Evans, N.Y., 1938, \$1.98.
- Babson, Roger W., *Consumer Protection: How It Can Be Secured*, Harper and Bros., N.Y., 1938, \$2.50.
- Beigley and Spanabel, *Economic and Business Opportunities*, John C. Winston Co., Philadelphia, 1938.
- Consumers Union, 17 Union Square West, New York (Books):
  - Our Common Ailment*, by Dr. Harold Aaron, 1938, \$1.50.
  - Millions on Wheels*, by D. H. Palmer and Lawrence Crooks, 1938, \$2.50.
  - The Photographic Buying Handbook*, edited by A. R. Lambert, 1939, \$1.75.
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- Goodman and Moore, *Economics in Everyday Life*, Ginn and Co., Boston, 1938.
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- Trilling, Eberhart Nicholas, *When You Buy*, J. B. Lippincott Co., Chicago, 1938, \$1.80.
- ZuTavern and Bullock, *The Consumer Investigates*, Commercial Textbook Co., South Pasadena, Calif., 1938, \$2.

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- sumer Education*, Lodi Union High School, Lodi, Calif., 1938, 50 cents.  
 Mann, George C.; *Bibliography on Consumer Education*, Harper and Bros., New York, 1939, \$4.  
 National Association of Better Business Bureaus, Inc.; *A Guide for Retail Advertising and Selling*, 1938, Chrysler Building, New York.  
 Ogden, Louis B.; *Consumer Education Course*, Prentice-Hall, Inc., New York, 1939.

#### PERIODICALS AND PUBLICATIONS

- Better Buymanship Series*, Household Finance Corp., 919 N. Michigan Ave., Chicago, 1934-1939.  
*Consumers' Guide*; Editor, U. S. Department of Agriculture, Washington, D.C., monthly, free.  
 Series of talks on finance; The American Bankers Association, 22 East 40th St., New York. (These include Money and Credit, Investing Money, Banks and What They Mean, etc.)  
 Companies offering suitable periodicals are:  
     Metropolitan Life Insurance Co.  
     Travelers Life Insurance Co.  
     National Board of Fire Underwriters.  
     General Motors.  
 The Educational Screen, 64 E. Lake St., Chicago.

**How Much Laboratory Work Should Be Included in Consumer Education?** There are many laboratory experiments a teacher can use with success in consumer classes. Testing can be done if some simple implements are collected. These tests do not necessarily require a great deal of skill or technical knowledge, as that would eliminate them from consumer use. If materials and apparatus are available some important tests which conclusively prove to the student the superiority of one product over another can be made. The discussion here is not on brand goods but of substitutes and products which fail to measure up to the needs for which they are intended.

Simple consumer tests are furnished monthly by Consumers Union and Consumers' Research.

**Are the Reports of Consumer Organizations Desirable Classroom Materials?**

Courses should include some materials from Consumers' Research and Consumers' Union, or the Intermountain Consumer Service. It is not necessary to have the confidential reports but students should know what these contain. Many students have never heard of these services and are grateful for a knowledge of them. If money is available certainly the use of the confidential materials should be considered. These may not always represent perfect research on the products covered, but they are usually the best and least prejudiced reports available to the general public. The organizations' addresses and publications follow:

*Consumers Union*, 17 Union Square West, New York, N.Y.  
 1. Reports.  
 2. *Consumer Quiz* (for teachers)  
 3. Special bulletins  
 4. Books  
 5. Buying guide

*Consumers' Research*, Washington, N.J.  
 1. Confidential reports  
 2. Non-confidential reports  
 3. Consumer tests  
 4. Buying guide

*Consumers' Digest*, Washington, N.J.  
 1. Monthly magazine  
 2. Teachers' manual and study outline (monthly)

*Intermountain Consumers' Service*, 1016 South Clarkson St., Denver, Colo.

**What About Brand Goods?** Brand goods used to be a moot topic of discussion in consumer-educator meetings. But the problem need not be annoying. The teacher will find that he naturally follows one or the other of the objectives mentioned at the beginning of this article.

For this reason it seems that each teacher must decide the problem of brand goods for himself.



#### Thought for Today

The object of education ought to be to do the child as little harm as possible.—BRUCE BLIVEN.

# SCHOOL CO-OP:

Bemidji pupils lived and learned in organizing  
and operating a thriving business establishment

By  
JOSEPHINE KREMER

THE CHILDREN in our school have at times been inconvenienced in getting school supplies because the school is located some distance from the business district. This situation was in part responsible for the emphatic "Yes" which came when a group of seventh graders were asked if our school needed a supply store. Their recent experience as managers of a refreshment stand during a summer-school session gave them confidence to say, "Why can't we start and manage a store? We can sell school supplies and candy and make some money."

When the group declared themselves ready to undertake this venture the raising of funds to purchase the initial stock was immediately considered. Several individuals described the manner in which firms with which they had some acquaintance had raised capital, and the entire class studied the various types of business organizations

in the community in order that they might determine which plan of organization would best meet their needs.

The committee which had interviewed the managers of the local cooperatives gained the immediate attention and interest of all when they described that type of organization to the class. The cooperative principle of distribution of profits to consumers appealed to the group, for in it they saw the possibility of managing an enterprise which would be popular with their fellow students. It was this principle which brought a decisive vote for the cooperative as against the corporative plan for their undertaking.

Simple rules for the management of the "Green and White Co-op" were worked out by the group, and officers were elected. Catalogs were studied for list prices of supplies. The group then figured the profit they thought they should make, and set the selling prices. They were careful to fix prices that would not be lower than those for similar supplies in local stores.

The next step was the selection of a form for shares of stock which included a statement of ownership, a blank for the buyer's name, the date, name of the cooperative, and the officers' names. A committee proceeded with the details of mimeographing 400 shares. Speeches in various classrooms resulted in the sale of 325 shares at five cents each to grade children, their parents, college students, and the faculty.

The representative of a wholesale firm was called in next, and an order for supplies was placed. While the Co-op waited for its first order, a committee turned five

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*EDITOR'S NOTE: Somehow the success of this seventh-grade "Green and White Co-operative" gives us a lift. After one year of operation, it paid back to its customers a 15 per cent dividend on all of their purchases. And it paid off the entire stock issue (325 mimeographed shares at 5 cents each) which financed the venture, plus a 20 per cent dividend. While it was a seventh-grade project, it sold to the pupils of the other grades and to the faculty. Miss Kremer was supervising instructor of the Training School of Minnesota State Teachers College, Bemidji, when the project was carried out. She now supervises elementary schools in Austin, Minnesota.*

orange crates into a combination counter-and-store-house. Other committees set up a system of bookkeeping which would provide an accurate record of purchases made by individual customers, planned an advertising campaign to sell shares of stock and arouse interest in buying from the Co-op, and devised a system for keeping records of needed supplies and articles that would be satisfactory to or desired by customers.

Within three weeks all details had been cared for and the Green and White Co-op became a reality. The business manager, who had been elected by the five directors, assumed responsibility for notifying those who were to serve as salesmen each day. He and the auditor checked all supplies as they went out to the counter and as they were returned. An audit was made of the salesmen's accounts and a report was then made to the class, who in turn kept a daily record of receipts and expenditures.

With the fine support of the students of the entire school the Green and White Co-op became a thriving institution which presented problems as well as pleasure to the seventh grade. An unexpected lull in business gave the class the problem of paying for a large order of goods with depleted resources. They needed to find a person who would accept a promissory note or mortgage on the store for the required sum of money, so that the Co-op could be prompt in meeting its financial obligations. The details of such a transaction were studied by the group and the manager was instructed to execute the note when the lender was found.

During the course of the year the Green and White Co-op returned to consumers dividends which averaged fifteen per cent on all purchases, and paid off the entire stock issue with stock dividends of twenty per cent.

A committee reworked and supplemented the original rules for the organization and management of the store so that a smooth functioning was perfected. Managing the

store gave the seventh-grade class a need for understanding the principles and techniques involved in preparing an order for supplies, checking invoices, marking goods to allow for a margin of profit, figuring profit and loss, keeping daily cash accounts, raising capital by a sale of shares of stock, making change, figuring stockholders' and consumers' dividends, executing a promissory note and mortgage, establishing credit with wholesale firms, using cash and credit systems for buying and selling, opening savings and checking accounts.

In executing their responsibilities the class had to give talks before various organizations, arrange interviews with salesmen, deal pleasantly and courteously with both satisfied and disgruntled customers, meet businessmen who gave needed information on the practices of cooperatives, carry on correspondence with classes from other schools who sought information on cooperatives, and write to business firms.

The success of their own cooperative led the pupils into a comprehensive study of the activities of cooperatives in their own state, in the nation, and in foreign countries. A few rugged individualists who doubted the superiority of a cooperative over the corporate enterprise challenged the supporters of the cooperative to a debate. This encouraged students to make a further study from which they would be able to generalize on the benefits or disadvantages which come from both types of business organization.

Of course the real significance of this experiment to the pupils and the teacher lies in the abundant opportunity for pupil initiative and resourcefulness and in the fact that the pupils worked together in a cooperative enterprise. The class developed their ability to face and solve problems. Individual students who had found few opportunities to demonstrate their reliability and resourcefulness in several cases found themselves making contributions which won them the respect and appreciation of their fellows and gave them self-confidence.

# MUSIC *Clinic* FESTIVAL

## wins Iowa schools from *contests*

By ROBERT WHITE, JR.

INTERSCHOLASTIC activities in Iowa, in common with those of many other states, have a heavy tinge of competition. There is exceptionally strong competitive feeling in athletics, music, forensics, and journalism—features likewise found frequently in other states. In addition there is a commercial contest association enrolling in the neighborhood of 250 schools, which holds annual contests and is organized on a district basis. Another unique feature emphasizing the competitive angle is the so-called "Brain Derby", in which Iowa high-school students compete in a battery of tests given by the State universities. The State's newspapers eagerly seize on this activity as a newsy field and describe the State's "brain champions", playing up the schools from which they are enrolled.

It is the purpose of this article to deal with one phase of this situation, namely, the music contest set-up. The high schools of the State are united in the Iowa High-School Music Association for the purpose of carrying on music activities. Each school has equal weight. Each year the association has sponsored a music contest series, and for this purpose the schools are classified by enrolments in four classes, C, B, A, and AA. The class AA schools have enrolments of

over 800 pupils and the others range downward. Contests are held for large group numbers as well as solos and ensembles in vocal and instrumental fields.

The contest series begins with the sub-district contests. Ratings of Superior, Excellent, Good, and Fair are given. The entries in each classification which receive Superior are entitled to move upward to the district contest. From the district contest, entrants receiving Superior ratings are certified to the State festival.

Up to 1939, the State festival had always been held under the auspices of the State University at Iowa City. A large bulletin board was customarily erected outside the festival headquarters and returns posted there as soon as the judges' decisions were known. Newspapers published "box-scores" regularly during the days of the festival and at the close recognized a "State champion". In all fairness, it must be pointed out that the managements of both the festival and of the State association have deplored this intense playing-up of the competitive features of the State festival.

Supporters of this contest series state that it has prospered the development of public-school music in Iowa. The writer has been associated with the schools of Iowa only since January 1938, and can offer no evidence either in support or in contradiction of this assertion. It is true that the beginning of the contest series in the early 1920's found high-school music poorly developed in Iowa and that today there is an impressive interest in and development of music activities in Iowa high schools.

Maybe the full flowering of the music contests was only a concomitant of other forces building up school music. To prove

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EDITOR'S NOTE: During the 1938-1939 school year, many Iowa high schools turned from the regional music contest series to the new regional music clinic-festival program. The author discusses the faults of the contest plan, and the success of the clinic-festivals. Mr. White is principal of the Burlington, Iowa, High School and Junior College.

or disprove this possibility would necessitate a comparison of school music in some of the cities which did not participate in the contests with music in schools which did. Such a study is not my purpose here.

My main object is to deal with some of the faults found with the contest series as it has fully flowered, and to discuss an alternative form of interscholastic music activity which obviates some of these faults.

A growing number of schoolmen have been feeling that there are certain objections to the highly competitive contest series as it now stands. By correspondence and discussion, the writer has gathered these viewpoints and is able to put them into form:

1. Music contests are out of place educationally. Can one band defeat another band as a runner defeats another runner in a race?

2. An organization which enters the contests and which takes them seriously centers attention almost exclusively on two or three numbers, which will represent its offering in the contest, in an effort to bring these numbers to as high a degree of perfection as possible. The result is a sadly limited repertoire, which in turn severely curtails the appreciation function of school music.

3. It is too easy for a school to look on music not in the light of *ars gratis artis* but rather as a vehicle for surpassing another school.

4. Organizations participating in the contest get little valuable musical experience out of the concert itself. The groups customarily fail to hear the other participating groups. Competent musicians are engaged to serve as critic-judges, but the only contact the participating groups have with these judges is the knowledge that they are sitting in the audience some place.

5. The expense of carrying groups through the three contest levels is a burden. Davenport, for example, spent approximately \$1,500 on the contests in 1938. If a school goes on to the National Regionals

in addition to the State series, the financing presents a problem which consumes far too much of the energy of the school.

6. The contest ratings are not ratings of the students comprising the organizations so much as they are ratings on other factors—the money allowed by the local school for the purchase of new instruments; the salary paid the music director; or the cooperation given the music staff by the administration of the school in attracting good material into the organizations, in giving reasonable practice time, and in maintenance of general morale.

7. As a matter of record, the judging in all contests below the State festival has a reputation of being somewhat capricious if not downright incompetent. Music instructors are fond of telling anecdotes about this situation.

8. The contests are degrading to music instructors. Teachers who are well trained in music and music-teaching undergo the danger of having their work evaluated in the community on the basis of their groups' performances in these contests under conditions often unfair to them. It is only too well recognized that many music teachers find their continued tenure dependent on good showings in the contest series.

9. The present contest system is a dividing influence between school music and the community. A school organization works on its concert numbers and finally presents them in its peak performance of the year away from home and before one, two or three men who have no contact at all with the community.

The force of these opinions led to the desire on the part of some schoolmen for an opportunity to try another form of interscholastic music activity. As a result, the Iowa High-School Music Association gave permission in its November 1938 assembly for schools to organize clinic-festivals if they wished to participate in those in place of the regular contest series.

Once the ice was broken, the movement

gained a quick support, especially among the larger schools. Clinic-festival managers were appointed in each of the six districts of the State. In all but two of these districts (the northeast and southeast) the county form of organization of the festival was tried. This took the nature of a music field day at which all interested schools of a county gathered. In the northeast, Davenport, Waterloo, and Dubuque formed the spearhead of a clinic-festival conference in their district, and Burlington assumed the sponsorship of a clinic festival for the southeast district. As a result, there were practically no AA schools entered in any of the large group contests held in the spring of 1939.

The clinic festival is a rather common event throughout much of the Nation. However, the Burlington Clinic Festival ought to be of interest to school administrators because it was a pioneering effort in a region and an activity previously blanketed by a competitive contest organization, and because it did have some unusual features. The essential features of the Festival are undoubtedly familiar to music instructors in many sections of the country. But cursory examination of secondary-education journals generally read by administrators and by students of secondary education has showed almost no comprehensive material giving suggestions for the organization of a non-competitive music festival, or discussing the problems of such organization.

The final plan for the Festival employed the following three-point procedure for each of the three divisions, band, orchestral, and vocal:

1. Auditions by each organization before a guest conductor-critic who gives written criticisms but no public rankings or ratings.
2. Rehearsal by the massed members of all organizations in each division under the direction of the guest conductor-critic, in preparation for a concert.
3. Presentation of a concert by the

massed groups under the direction of the guest conductor-critic.

Approximately 1,000 high-school musicians comprised the membership of the organizations from the schools entering the event. The orchestral and vocal events were held on a Friday; the bands' performances on Saturday. The school had the use of a municipal auditorium (quite adequate for the Festival's needs) with a 3,000 seating capacity and a large arena floor capable of seating an orchestra of four to five hundred members. The high-school auditorium was also used.

The first morning was taken up with three-hour rehearsals by the massed groups under the direction of the guest conductor-critic. In the afternoon the participating schools presented their organizations in vocal and in orchestral concerts before the critics. One building was used for the vocal organizations and the other for the orchestral groups. In the evening the massed groups were presented at the municipal auditorium in a joint concert. The bands followed the same general procedure on the next day, save that instead of taking the form of a formal concert their massed band performance was held in an appropriate area in the center of the city.

Certain observations, suggestions and problems can now be set forth.

The non-competitive music festival-clinic presents the actual musical experience in attractive dress. The pupils engaged were unanimous in their preference for this organization instead of the contest set-up which they had known.

The Festival is at the same time a genuinely instructive musical experience for the student-musicians. This must become apparent when it is realized that each school musician spent from three to four hours in rehearsal with the massed group under the direction of the guest conductor-critic. The numbers to be presented by the massed groups had been agreed on and studied in advance, of course, but the eminence of

the guest directors prevented this from detracting from the value of the experience. Aside from these rehearsals each student also participated in the presentation of his group's concert before the guest conductor-critic. In practically every case the guest critic stepped in and took over personal direction of the group at some point in its concert. Stenographic notes were kept of the conductor-critic's comments made while he listened to the group and while he directed it. These comments were delivered to the director of the group concerned. Finally, the students participated in the massed concert in a setting which aroused their enthusiasm.

Among the cautions to be stressed is this: avoid massing all entering groups without some selection, so that the massed groups will not be forced to carry the deadweight of unrehearsed or technically unskilled musicians. This selection may be done by the directors of the groups before arriving at the festival or by a committee of the directors prior to the first rehearsal. It is also rather generally agreed by the people who worked with this event that it would be

better to schedule the band, orchestral, and vocal events on separate days. To do this would increase the transportation expense and would probably result in limiting the area covered to a radius of fifty miles.

The writer, and the music faculties of the Burlington High School and of the other schools which participated, are convinced that the clinic-festival, in comparison with the contest series, brings high-school music closer to the community, is a more valuable experience from the viewpoint of musical instruction, makes school music more enjoyable, encourages a wider repertoire, and centers attention on the music rather than on defeating another organization. As long as these values appear to lie in this form of inter-school music event, we will be interested in the clinic-festival.

*Editor's Note*—As this issue was going to press, we received the following telegram from the author: "With reference to my article advise that announcement has just been made that Iowa music meet for 1940 will be non-competitive clinic festival type, marking abandonment of final State contest series."



## Recently They Said:

### 5 L's vs. 3 R's

Dr. John R. Patterson, Millburn, N.J., supervising principal, recommended the concept of secondary education advocated by Dr. Edgar M. Finck, supervising principal at Toms River. It is to help youth do these five things better—live, love, labor, loaf and legislate. Such a program, he said, would occupy the full time of youth from the ages of 13 to 18 in general education, and an extra two years after that for vocational preparation.—*New Jersey Convention Review*.

### For Teachers, Too!

At the opening of the school year, many teachers "intend" to take regular exercise, but after a few weeks the exercise is conspicuous by its absence. Week-end hikes fail to materialize due to accumulated duties, and after all it's so much easier to drive than to walk! Why not demonstrate that we

feel this habit of exercise is an asset to adults, so that after pupils have graduated they may remember our example, and continue to enjoy scheduled physical exercise and recreation?—CHARLES W. CLIFFORD in *Sierra Educational News*.

### The School Cook

Sometimes the (school lunchroom) cook is appointed because she is a superannuated relative or friend of some member of the school board or of some influential citizen, who is fond of children or who needs a job. Not all women who have married off their children are good cooks or efficient workers. The same can be said of many women who are on relief rolls and therefore eligible for appointment as W.P.A. cooks. Then too, different culinary skills are required in cooking for large numbers of persons than are needed in cooking for a private family.—MARTHA KOEHNKE in *Ohio Schools*.

# HOME MECHANICS:

One course for girls and one for boys are offered by the Indian Lake Central School

By  
MILTON S. POPE

DURING THE school year of 1937-1938 it was decided to offer two new courses in the curriculum of Indian Lake Central School. These courses were designed to help broaden both boys' and girls' knowledge of things for which they have a great deal of use in everyday life. We started a course for girls known as Girls' Home Mechanics and a course for boys known as Boys' Home Economics.

Previous to this time, we had allotted about two weeks which the boys in the Industrial Arts course spent in the Homemaking Department and the girls in the Homemaking Department spent in the boys' Industrial Arts. This, we found, created a great deal of interest, but the time allotment was so small that many of the things we wanted to teach the visiting classes we were unable to get in.

Therefore we offered as elective subjects for a full school year the two above-mentioned courses. We found that they were not perfect, and by changing, eliminating some material and adding some other, we finally arrived at the course of study that we are offering this year. It has been approved by our State Education Department. The courses were drawn up by Rosemary

Overton of our Homemaking Department and George McGinnis of the Industrial Arts Department, in cooperation with the State Education Department.

These courses are not the same as those given the girls in Home Economics or the boys in Industrial Arts, but are entirely new courses adapted to the needs of our students in this small rural community. We find that they give students self-confidence, make them adept in handling tools. We are able to give them consumer education; we are able to teach safety; we can teach social graces, hygiene, foods, home planning, and various other subjects heretofore not presented or presented only briefly.

Here are a few of the headings from our courses of study—first from Boys' Home Economics, and second from Girls' Home Mechanics, this year renamed Girls' Industrial Arts.

## BOYS ARE TAUGHT:

*Social graces*—table manners, gifts, public behavior, etc.

*Hygiene* and physical fitness.

*Composition of foods*—energy foods, building foods, regulating foods, special diets for special cases, food selection and planning, preparation of foods, planning meals, buying foods on budgets, and consumer education.

*Family and community relations.*

*Home planning and selection*—essentials in housing, advantages and disadvantages of renting or owning, choosing a home, choosing house plans and furnishings for houses.

*Clothing selection and care*—what to wear on different occasions, fabrics, how to care



EDITOR'S NOTE: *This article contains a brief explanation of two courses that have been developed over a period of three years in the Indian Lake, New York, Central School. The State Education Department cooperated in the experimental work on these courses, and has approved them as they are now offered. Mr. Pope is supervising principal of the school.*

for clothing (airing, cleaning, mending, pressing, laundering), etc.

When necessary, the activities of the course are demonstrated by the teacher and such work as actual pressing of pants and suits, preparation of foods, etc., is done by the boys themselves. This year we have thirteen boys in this course and find that they are one of the most interested groups that we have in the entire school. They are taught things that they need in their everyday routine, simple things in many cases, but none the less important for pleasant and fuller lives.

In the Girls' Industrial Arts course we have purposely drawn up a large program. All of it, of course, cannot be covered by any one girl, but it offers a wide enough selection so that each may choose the work that she is most interested in. This course of study is divided into the following parts: woodworking, auto mechanics, art-metal, home mechanics, crafts and foundry, with a wide range of projects, ideas and designs for each.

#### GIRLS ARE TAUGHT:

*Woodworking*—sawing, planing, shaping, boring, joining, assembling, finishing, and working on lathe and band saw with wood.

*Auto mechanics*—how to jack up a car, change wheels and tires, wash and polish cars, how to fill batteries and radiators, what to look for in time of trouble.

*Art-metal work*—a variety of projects, such as transferring a pattern to metal, sawing and filing metal, shaping metal over stakes, drilling metal.

*Plumbing*—how to open waste pipes with chemical cleansers, how to clean traps, how

to replace washers in water faucets, etc.

*Electricity*—how to locate and replace burned-out fuses, how to cut wire with pliers, connect plug cap, socket, how to assemble a socket, how to bend terminal loops and fasten under terminal screws, etc.

The girls are also taught how to repair furniture, how to look for trouble in a radio, how to fix doorbells out of order, how to make a door stay open, how to repair windows that bind, how to read meters of all kinds—gas, water and electric, how to mend pots and pans.

They are also given an opportunity to do linoleum printing, paper decorations, cloth decorations, book binding, ceramics, weaving, leather work, leather braiding and mechanical drawing. They are given several demonstration lessons in foundry work, are taught how to place a pattern, how to riddle sand, how to draw a pattern and complete the casting process.

These courses were designed to fill a definite need that we have felt in this community. We feel that they give benefit to a great many students who need work along these lines but who have been unable to get it in any other courses.

A complete syllabus for each course includes 11 different activities. The lists in this article contain but a portion under each heading. Each syllabus consists of 25 typewritten pages.

This course calls for 114 teacher demonstrations plus 12 related lesson topics that are to be reported on in class, such as design and color, sketching, mathematics, economics, geography and transportation, safety, and others too numerous to mention here.



#### Business Courses Fall in Line

School administrators are better trained and have a broader knowledge of all subjects offered than ever before. No longer is it possible for business teachers to proceed on the theory that they are masters of the details of their own teaching situations

in the high schools. They must broaden their own background and be ready and willing to bring business subjects into a closer relationship with other subjects in the public schools.—CECIL PUCKETT in *Journal of Business Education*.

# SCHOOL NEWS DIGEST

Edited by THE STAFF

Greatest sighs of relief over defeat of the "\$30 Every Thursday" program at California's polls came from school people, whose salaries, pensions, and even jobs, were threatened. Promptly in November had appeared *Sierra Educational News*, journal of the California Teachers Association, attacking "Ham and Eggs" in editorial, display box, and many an article.

To four small high schools in Maine with average enrolments of 70, unable to afford courses in music, will go nearby Colby College's weekly experimental music program. Two-hour periods will be devoted to informal lectures, supplemented by recordings from the college's music library, and to group singing applying the principles just explained. Purpose: to promote the idea that a group of small rural high schools should employ one circuit-making music teacher.

Probable effects of the War on teachers' standard of living, reported by Robert B. Redman in *New York State Education* for those who have forgotten their economics: (1) Rapid increase in cost of living. (2) Rapid rise in salaries but not so rapid as the rise in living costs. (3) Rapid fall of real wages. Post-war prospect: (1) Decline in cost of living. (2) Increase in teachers' real wages.

Dr. Gallup has been polling again—this time in behalf of an advertising agency that wanted to know how the consumer movement is faring among the citizens. Of 5,000 men and women sampled nationally, 24% had heard of the consumer movement, 12% had "reasonably intelligent ideas about it," reports *Consumer Education*. Such books as *100,000,000 Guinea Pigs* had been read by 24%, and half this number had changed buying habits as a result. (Among teachers

reached by the survey, 83% had read consumer books, and nearly two-thirds had stopped using some of the products attacked.) Other facts: 72% of those interviewed believed that advertising raises the unit cost of products; 59% think laws governing advertising should be more strict; and 64% think there is too large a spread between manufacturing costs and retail prices.

A small booklet sketching the history of student self government and offering suggestions for developing student activities in this field is offered at one cent a copy by the National Self Government Committee, 80 Broadway, New York City.

Youth's attitude toward success today is revealed by a recent poll of young men and women by the Y.M.C.A.: 80% of those questioned no longer believe that individual ability determines individual success. (And Horatio Alger, Jr., turned in his grave.) The American Youth Commission's recent report states that 4,000,000 of the 11,000,000 unemployed in the U.S. are 15 to 24 years old, and adds that not even a war boom could find places for this jobless army of youth. The Commission urges the Government to inaugurate a special program of public works to assist those unable to find positions in private industry. Comments the *New York Post*: "These youths who are without jobs are not 'unemployed' in the ordinary sense that they have had trades and jobs and are temporarily without them. They are unused. They have never even been admitted into our economic system."

Roger Babson assured New England superintendents in an address reported over  
(Continued on page 256)

## ► EDITORIAL ▼

# Democracy in Shaker Heights

ONE OF the problems of education in the United States is the struggle to harmonize public-school management with the spirit of democracy.

This is an unusual kind of struggle. It does not conform to the standard rules for human struggles. It is not a conflict of interest against interest, nor a rebellion of the downtrodden against the oppressor, nor a revolt of the have-nots against the have-gots. All concerned seem to be struggling toward the same objective. There are no visible opponents—but there is unmistakably a struggle.

The political scientists of course recognize it as one phase of the Crusade of the Western World. Our hemisphere is the birthplace of democracy; and current political events seem to point to this hemisphere as the forum in which the essential principles of democracy must eventually be clarified and expressed in action.

As a *theory* of government, democracy has merited and received our applause and allegiance; as a *form* of government it has often baffled and exasperated us. Still the Crusade of the Western World goes on, sometimes in darkness and often in fog, but with glimpses enough of the light ahead to keep up courage.

In our efforts to conduct the public schools as democratic institutions, the Prussian ancestry of our school system has been no help to us. There is a fundamental dissonance between democratic procedure and things Prussian. Then too, for a century we have been so distracted by economic upheavals, population changes, and other conditions affecting the business of the schools, that in the interest of mere survival we have been disposed to make concessions to autocracy

in school management. Sooner or later, however, we pedagogues must learn our own lessons in democracy.

One thing that has bothered us all along is the apparent contradiction between two ideas. One idea is that a democratic society customarily arrives at decisions by a vote of some sort; and the other is that any forward-looking society must depend upon professional knowledge and skill. Shall the teacher make his own decisions? Or shall he simply follow directions prepared by a representative board of education and its appointed executives? Just where does the public come in?

The schools of Shaker Heights, Ohio, have recently been at work on an enterprise which is a partial answer to this question. Impressed with the need for a thorough study of curriculum content, Superintendent A. K. Loomis, in October 1937, caused a "Committee on Pupil Needs" to be set up under the direction of Russell H. Rupp, Chairman, and John H. Herrick, Director of Research.

This committee included a ninth-grade pupil, a twelfth-grade pupil, two parents (a father and a mother), a principal, a teacher, and the superintendent. The committee obtained from pupils in grades 6, 9, and 12 about 5,000 statements of their educational needs as they saw them. These statements were tabulated and studied, and their substance was worked into a questionnaire to pupils, parents, and teachers on the subject of the nature of the school's responsibilities. Public meetings were held, and various other means were used to get at the opinions of persons concerned.

This is still an unfinished symphony; but it has gone far enough to emphasize a very

definite principle for the guidance of school authorities interested in democratic procedure. It indicates a region of school affairs to which democracy obviously applies—the region of desired goals. Observe that Shaker Heights as a community is not trying to tell the teachers how to do their teaching; that is clearly a professional problem. Shaker Heights, in cooperation with the teachers, is trying to say what it wants the schools to accomplish.

This is an expression of the soul of democracy. Democracy is not a method of dis-

covering technical truths; you cannot carry on research by taking a vote.

The thing you do find out through democracy is the answer to the question, "What do people want?" And the right of the public to say what it hopes for as a return upon its heavy investment in schools cannot be denied.

The advice of the public is not likely to contribute heavily to the *science* of education; but that advice can and should be an important component of our *philosophy* of education.

H.H.R.

## The Unessentialists

WITH THE group of educators who permitted themselves to be called, in news releases, the "essentialists", I have no common cause. If they had called themselves the UN-essentialists, I could have gone along.

It is bigoted and wholly presumptive to attempt to get a corner on some part of knowledge and call it "essential". But it is another thing to hold out for the right of every student to learn whatever trivia he chooses, so long as it gives him pleasure and satisfaction. This point would be best emphasized by general insistence on the right to learn unessentials, the knowledge that has nothing to do directly with saving the world, but is instead the symbol of the right to enjoy in one's own way whatever part of the world has already been saved.

This is the beer-and-skittles philosophy of education. It is as democratic as Bingo, or the sports page, or purple lipstick. It is valuable as living evidence that there is freedom for the individual, freedom to squander his life, freedom to choose un-

wisely if he wants to, but still freedom.

It is fundamental, this freedom, for without the freedom to study Latin verbs, to collect postage stamps, to raise guppies, and to do any of the other things that symbolize the untrammeled expansion of the human spirit, there cannot be freedom to engage purposefully in the researches through which men may promote their own evolution out of the jungles of modern confusion.

Raise, then, the banner of the Unessentialists, and defend to the death the right of every man to spend some fair part of his life in unregimented dissipation. For the right of one inspired genius to nourish some necessary heresy or rebellion is more than enough compensation for all of the namby-pambies who practice individual freedom by indulging their several innocuous vapidities. Save the world, you who have the talent to spend on such matters; but save yourselves by allowing the rest of us to be as dull, as uninspired, and as profligate of our resources as we choose to be.

J.C.D.



the \$500 per prisoner cost for jailmates. "Give us \$200 per pupil," he said, "and get the money by turning free the \$500 prisoners who don't have any pull to join the ones who have."—*New Jersey Convention Review*.

### \$100 Pupils, \$500 Jailbirds

D. Stewart Craven, president of the State Board of Education (N.J.), called attention to the contrast between the \$100 per pupil cost for education and

# SCHOOL LAW REVIEW

## Teacher Tenure and Retirement

### Part IV

By DANIEL R. HODGDON, PH.D., J.D., LL.D.

*Withdrawal of a portion of a retirement fund is not an abandonment of status of the teacher.*

A school teacher of Paterson, N.J., being in financial straits, sought a \$500 loan from the Guiana Realty Corporation. In her application for the loan, she misrepresented her financial status. For this reason, her Board of Education, acting under the tenure law of the State, dismissed her for "conduct unbecoming a teacher". While she was appealing from the decision of the board she withdrew her entire funds from the Teachers' Retirement Fund.

The board contended during the appeal that since the teacher had withdrawn her funds from the Teachers' Retirement Fund, she had automatically ceased to be a teacher. The court held that such contention was erroneous. Non-contribution to the fund and withdrawals of contributions made by the teacher to the retirement fund do not support the conclusion that the teaching status has been abandoned. Either, or both, of these elements might be present, and the status of teacher continue. The statute does not provide that such forfeiture shall result.

*Smith v. Carty*, 120 N. J. L. 335, 199 A. 12, affirming 15 N. J. Misc. 143, 188, A 455 (April 29, 1938).

The same ruling was applied to two other teachers who had withdrawn the funds they had paid in to the retirement fund when they were illegally dismissed by their board of education on the ground that they were married women teachers. The board attempted to prevent an appeal from the illegal dismissal on the ground that the teachers had automatically surrendered their status as teachers when they withdrew from the pension fund and refused to pay regular contributions to it.

*Walker v. Board of Education of the School District of Wildwood*, N. J. L. 199 A 392 (May 19, 1938).

### Tenure Evasion

*District boards of education may not evade the tenure law.*

A teacher was employed as a high-school teacher in a school district which had a dual personality, peculiar to many school districts in California. The same board of school control administered the af-

fairs of a high-school district and of a junior college district. The teacher was employed continuously from 1931 to 1937 as a teacher in the school maintained by the high-school district, and had also taught classes in the school maintained by the junior-college district.

The teacher alleged that for five years the trustees of this high-school district had employed her in the name of the junior-college district for the purpose of nullifying and evading the tenure provisions of the school laws. On May 22, 1937 the teacher notified the board that she would be ready and available during the year 1937-1938 to render services as a teacher to the high-school district and that she would expect compensation in accordance with permanent tenure teacher rights. The board refused to employ her for 1937-1938 because of this claim of tenure.

The court reversed the lower court, which had dismissed the petition of the teacher, and required the board to employ and pay the teacher as a permanent teacher.

*Gerrrett v. Fullerton Union High School District et al. Calif.*, 75 P. (2d) 627 (January 21, 1938).

### No Arbitrary Dismissal

*Tenure teachers may not be dismissed arbitrarily.* A teacher in Florida, who was rated a competent and efficient teacher for a great many years, claimed tenure of office under the provisions of the Tenure Act of 1937. This act contained the following clause: "The provisions of this Act shall not apply to any teachers after they have arrived at sixty-five (65) years of age." The teacher, being sixty-five years of age, was denied employment during the 1937-1938 session and accordingly brought action for reinstatement as a tenure teacher. The board maintained that under this clause previously quoted, it could immediately discharge the plaintiff, whether under tenure or not.

However, the court held, "We do not understand the proviso to require the board of public instruction *sua sponte* to discharge a teacher on attaining the age of sixty-five." It appears that the purpose of the statute was "to relieve teachers from complying

with its terms after they reach that age, but this falls far short of a requirement that they be permanently 'fired' when they reach this age." Such an interpretation of the statute would of itself make it arbitrary exercise of power and, therefore, unenforceable.

*State ex. rel. Smith v. Holbrook*, 131 Fla. 404, 179 So. 691 (February 4, 1938).

### Testimony Against Teacher on Tenure

*When testimony against a teacher on tenure is adequate cause for dismissal.* A teacher on tenure may be dismissed after a hearing before the Board of Education, as provided by the Statute, if the associate superintendent of schools, three assistant superintendents of schools, two principals and one assistant principal give testimony that the services of the teacher for the three-year period immediately preceding her dismissal have been inefficient, incompetent, and unsatisfactory.

*Brown v. Board of Education of New York City*, 37 S. D. R. (N. Y.) 332, 1937.

### When Salary Ceases

*Salary ceases when a tenure teacher's efficiency is impaired.* A teacher under tenure had been involuntarily retired because of defective hearing, shortly after the opening of the 1935 school year. She sought to recover her full year's salary of \$1800, which was awarded to her by the lower court. The board of education appealed from this judgment.

It was conceded that the plaintiff was incapacitated because of her defective hearing. The only question to be determined was whether she was entitled to \$1800—the salary she would have received from the date of her retirement to the end of the school year.

A school board, said the court, is justified in retiring a teacher because of physical disability to perform her duties. It is the board's duty to remove such a teacher from the classroom and she is not entitled to receive salary for the time intervening between her retirement by the board and her subsequent automatic dismissal at the end of the year.

Such a conclusion finds support in the basic principle underlying our school system—that the welfare of the children is the paramount consideration. The law does not allow public funds to be expended when no services are performed and when not only is there no duty to accept services tendered, but the welfare of the children requires that such services be dispensed with.

*Tilton v. Board of Education of Pomona City*

*High School District, et. al., Calif.*, 78 P. (2d) 474 (April 18, 1938).

### Voluntary Demotion

*A tenure teacher may voluntarily cause his demotion.* After a teacher had gained tenure of office, her work as a teacher declined and she was in danger of being dismissed for inefficiency. Rather than lose her position as a teacher, she voluntarily accepted a demotion to a substitute teacher at a lower salary. After teaching as a substitute teacher for more than a year, she was discharged. She then sued to recover a year's salary as a tenure teacher and to have her tenure status restored.

The court held that the recovery of damages for breach of a contract must be based on findings of fact, and that the findings in this case showed that there was no unpaid salary. The teacher received and accepted the salary agreed upon as a substitute teacher up to the date of her discharge.

There can be no demotion of a teacher under the teacher's tenure act, without a hearing. But that does not prevent a teacher from asking for and accepting a demotion and thereby voluntarily giving up all rights acquired under the tenure provision.

*Hosford v. Board of Education of City of Minneapolis*, Minn., 280 N. W. 859 (June 17, 1938).

### Request for Resignation of Administrator

*Wrongful dismissal of a superintendent.* A superintendent of schools, who had served for twenty-one years in a school district and had acquired tenure, could not be dismissed except for inefficiency, incapacity, conduct unbecoming a teacher or superintendent, insubordination, or other good cause.

In October 1935, the school committee urged the plaintiff to resign. Failing to do so, he was informed on April 7, 1936 that his employment would be terminated on July 31, 1936. At a hearing held in April 1936, the superintendent was charged with inefficiency and incompetency and dismissed.

At the trial, the trustees merely alleged charges which were not substantiated by the evidence and then demurred to the action despite the fact that the superintendent had offered considerable evidence in his own behalf.

The court held that nothing can be treated as evidence which is not introduced as evidence. The charges were not substantiated or proved, and the statute in substance and in effect requires a hearing upon evidence.

*Graves v. School Committee of Wellesley, Mass.*, 12 N. E. (2d) 176 (December 28, 1937).

# BOOK REVIEWS

PHILIP W. L. COX and ORLIE M. CLEM, *Review Editors*

*Democracy at Work: Living in American Communities*, by E. B. FINCH, R. E. FRASER and W. G. KIMMEL. Philadelphia: John C. Winston Company, 1939. 566 pages.

This book for ninth-grade civics classes is to be used as a handbook, with the local community as a laboratory.

The twenty-five chapters are grouped under five titles: The Student as a Community Member, The Community as a Service Organization, The Increasing Number of Community Services, Making a Living in the Community, and Governing the Community.

The first chapter, "Wings Over America"—an account of an airplane trip—is full of such small talk as "How perfectly beautiful, Perry," admired Mrs. Donaldson." This type of sugar-coating is overdone. It palls too easily. A textbook ought to be something a pupil likes to refer to again and again.

However, there is excellent treatment of such problems as insanity, housing, conservation, cooperatives, and local politics. There are questions, activities and suggested readings for each chapter. The print is large and clear and there is good use of charts and graphs. The photographs are descriptive and very recent.

EDWARD J. LESSER

*America's Road to Now*, by CHARLES H. COLEMAN and EDGAR B. WESLEY. Boston: D. C. Heath and Company, 1939. 623 + xviii pages, \$1.76.

This history is the text of Heath's Correlated Social-Studies Series for the seventh and eighth grades. It traces the story of the Western European peoples who discovered, colonized, and developed America and then proceeded to create a new nation, in the process of which they are still engaged. Such civics, geography, and economics as are involved are treated incidentally to the historical topics; but they are not by any means neglected. Indeed, history is here treated as James Harvey Robinson insisted it should be; it tells us "how we got this way".

Effective black and white sketches are used in the text. A "picture gallery", chronologically arranged, makes up the first appendix.

*Physics of Today*, by CLARK, GORTON and SEARS. New York: Houghton Mifflin and Company, 1938. 632 pages, \$1.80.

The originality and practical value of physics depends upon the method of approach to the content. If the content is approached from a strictly

technical and mathematical standpoint its everyday value is of minor importance.

This book utilizes an experimental approach; the short unit previews and the fill-in questions at the end of the chapters and units are illustrations of the practicality of physics. The problems refer to everyday happenings and involve simple mathematical procedures. The summaries are clearly and concisely stated. The great number of photographs relevant to the material discussed and the numerous diagrams of excellent demonstrations and cross-sections of working models make this a valuable textbook.

HENRY F. ALDERFER

*Elementary Practical Physics*, by BLACK and DAVIS. New York: The Macmillan Company, 1938. 710 pages, \$2.

This physics book has a definite academic approach to the subject. It is not adequately written for an experimental method of problem solving. It is, however, a good reference, giving detailed information about the subject. The problems are quite comprehensive, and the summaries are short and to the point.

HENRY F. ALDERFER

*Human Dynamite: The Story of Europe's Minorities*, by HENRY C. WOLFE. Headline Book No. 20. New York: The Foreign Policy Association, 96 pages. Distributed to schools and teachers colleges by Silver Burdett Company, New York.

Minority grievances, agitations, and quarrels in Europe are a potent cause of national and international conflicts. Only in the Soviet Union and in America have tolerance and confidence been adequate to avoid disastrous misunderstanding—and in these countries the flames of suspicion and fear sometimes flare.

Like the other Headline Books that have been reviewed in these pages, *Human Dynamite* deals effectively in clear and simple English with conditions that are complex and intricate. It is well illustrated with sketch-maps by Emil Herlin of the *New York Times*.

*Cooperatives in the United States—A Balance Sheet*, by MAXWELL S. STEWART. New York: Public Affairs Committee, 10 cents.

This pamphlet, the thirty-second of the popular factual series, presents on the whole a hopeful outlook for American cooperatives. It is based on the

Report of the Inquiry on Cooperative Enterprise in Europe and recent reports from various government agencies.

American cooperatives face a series of special handicaps as compared with the European cooperatives—the competition afforded by the American chain store, with its economies of bulk buying, and the difficulty of coping with magazine and radio advertising for trademarked brands not carried by the cooperatives.

While the economic need for consumers' retail cooperatives is less acute in America than it is in Europe, the social-civic need for personal, conscious cooperative action is critically acute. Their support will probably continue to come from many men of good will and growing intelligence who distrust the impersonality, insincerity and advertising blah of manufacturers and distributors of trade-marked goods.

*How Good Are Our Colleges?* by GOODWIN WATSON. New York: Public Affairs Committee, Inc., 1939. 31 pages, 10 cents.

This twenty-sixth Public Affairs Pamphlet is a report of an attempt ("The Pennsylvania Study") to test objectively the command by college students of subject matter which is supposed to be important in general, cultural education. Vocabulary, literature, general science, fine arts, history, and social studies were the fields in which tests were used. Intelligence tests were also given.

No pretence is made that character, personality, ideals, social qualities, health, or other desirable characteristics were evaluated. Hence, if one is interested in what "college education . . . does for a young person's self-confidence, joy of living, ability to cooperate, and range of friendships, then the findings of this study will seem immaterial."

The tests of students' "stock of mature and available knowledge" were given to some 27,000 seniors in public and private high schools of Pennsylvania in May 1928, and followed up doing the next two and four years for those of them who continued in college.

It was the results of these tests that gave such comfort to the educational Jeremiahs a year or so ago, for emphasis naturally was put on those aspects that surprised the supporters of naïve stereotypes regarding erudition as education: 15 per cent of the students seem to have had less erudition as seniors than they had shown as sophomores; some college students "knew" less than high-school students, college men "know" somewhat more than do college women; students who expect to teach compared unfavorably with embryo engineers, journalists, etc., and they had less abstract verbal intelligence.

All very interesting, possibly alarming. But that

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assumptions, if any at all, were thoughtfully made concerning social-civic educational values is open to grave question.

*Education: A Realistic Approach*, by PORTER SARGENT. Reprinted from the 23rd Edition of *A Handbook of Private Schools*. Published by the author at Boston, Massachusetts. 1939, 160 pages.

With biting satire relieved by broad buffoonery the unique and gloriously irrepressible Porter Sargent surveys the educational scene. He takes upon himself the role of gadfly—first for the private schools, next for the colleges, and finally for Anglo-Saxon complacencies in general. His impish glee at the sure discomfiture of his victims and the generous erudition that he exposes almost casually as he writes should discourage all but the rash from a counter-attack—not because Porter Sargent cannot take it as well as dish it up, but because his beaming countenance disarms one if he is disposed to get angry and his keen wit would make one wary of attempts to reply to him in kind.

He debunks the cant of the English tradition; he exposes our snobbery and our superficiality; he rallies us on our timidity; he bludgeons us because of our stupid conservatism—our ostrich-head-in-sand mentality. And it is good for us if we can

grin back and say "Right-O!" For despite our futilities he is not utterly hopeless about us:

"That we are changing means we are organically vital, on the way up. That this is a time of change should fill us with hope. Men change because new conditions that were strange and hateful are gradually being assimilated."

Do not those sentences help us to understand present conditions in our schools, public and private, and in our non-school civic-economic-esthetic milieus, too?

This little book is a book of the year. It is not to be missed.

*The Language of Modern Education*, Bulletin 17, by LESTER K. ADE; *Vocational Agriculture in Pennsylvania*, Bulletin 250, by H. C. FETTEROLF, et al; *Standards for the Education and Certification of Administrative and Supervisory Officers*, Bulletin 158, by HENRY KLOOWER, et al. Harrisburg, Pa.: Commonwealth of Pennsylvania, Department of Public Instruction, 1939.

These three bulletins continue the evidences of the forceful leadership of former State Superintendent Lester K. Ade. The first is a critically annotated glossary followed by a brief comment on

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the relation of terms to practices. The second is an attractively and persuasively illustrated and written exposition of provisions and practices of agricultural education, with a recognition of the growing responsibilities of the vocational teacher. The contents of the third is sufficiently described by its title.

*Home Classes for Foreign-born Mothers*, Bulletin 295; *Institutions of Higher Learning in Relation to a State Program of Teacher Education*, Bulletin 156; *Educational Standards for Teachers in Pennsylvania*, Bulletin 154. Harrisburg, Pa.: Commonwealth of Public Instruction, Lester K. Ade, Superintendent of Public Instruction, 1939.

These three pamphlets exemplify the high quality of positive professional leadership of the State Department of Pennsylvania throughout the administration of Doctor Ade. The title in each case explains its purpose and contents.

*Education in the United States of America*. Washington: Office of Education, 1939. Bulletin No. 3, 55 pages, 10 cents.

This attractive brochure illustrated with pictures of school activities has been prepared to meet the many requests that come to the Federal Office from

foreign countries for information regarding the organization and functioning of public education in this country. It has been issued in Spanish and Portuguese as well as in English, obviously to serve the current interest among Latin American countries in our institutions. Its value to American citizens, even to great numbers of teachers in our schools and colleges, will be great; our institutional adaptations to the needs and purposes of a democratic society have far exceeded the potent awareness of most persons whose specialized interests compartmentalize their minds.

*All the Children: Fortieth Annual Report of the Superintendent of Schools, City of New York*. New York: Board of Education, 1939. 110 pages.

"The Legislature shall provide for the maintenance and support of a system of free common schools, wherein all the children of this state may be educated."—New York State Constitution.

In this exciting and beautifully illustrated report, Superintendent Campbell and Mr. H. A. Shiebler, his secretary, give an accounting of many of the positive if somewhat unconventional forms that the fulfilment of this constitutional mandate takes in New York City. The effectiveness of the report gains greatly by the photographs made by Ambrose J.



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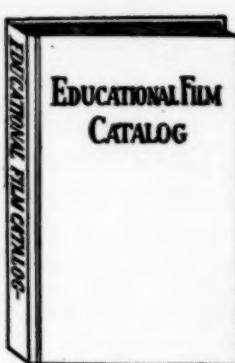
*Cooling the Hot Spots in High School—Junior and Senior High School Problems, Analysis and Treatment.* Third Yearbook, Washington High-School Principals' Association. Published by the Association. Frank Jones Clark, Broadway High School, Seattle, Washington, Editor. \$1.

Ten "hot spots" discussed by speakers at the 1938 conventions of the Washington High-School Principals' Association are presented in this volume: I, Guidance, II, Curriculum, III, Criteria, IV, Study Hall, V, Correlation, VI, Special Conferences, VII, Contests, VIII, Awards, IX, Standards, X, College Entrance.

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*Conference on Examinations.* Conference organized and proceedings edited by PAUL MONROE. New York: Bureau of Publications, Teachers College, Columbia University, 1939. 329 pages.

This is the report of the fifth session of the International Conference on Examinations. These conferences, as is undoubtedly well known, are given under the auspices of the Carnegie Foundation and have been an important factor in the exchange of ideas and procedures for examination practices in the countries involved. England, Finland, France, Norway, Scotland, Sweden and the United States are represented at the present conference.

In addition to the conference discussion proceedings which have been published and circulated by the International Institute of Teachers College, Columbia University, numerous publications have come from the committees of the various countries concerned.

This conference publication sets forth the experiences of the various national school systems with

examinations and reveals the following trends: (1) a vertical evaluation of the results of objective tests, (2) attempts to measure the intangibles—personality factors, (3) improvement of the essay questions to reveal the higher aspects of learning.

EARL R. GABLER

*A Discussion Outline in Guidance,* prepared by Committees of the New Jersey Secondary School Teachers Association, C. H. Threlkeld, Chairman, 1938. 40 pages.

This interesting outline consists of discussion questions grouped under nine "principles of guidance" and fourteen "principles of guidance organization". Almost half of the pamphlet consists of a very complete classified bibliography.

The booklet is certain to be very helpful to leaders in secondary education, not only because the questions listed are stimulating, but also and chiefly because teachers may themselves be helped through the discussion to formulate practices, organizations, and philosophies of guidance and other educational practices of their own. If it is so used by leaders, teachers will be extending the cooperative methods of constructive thinking of the three committees of the New Jersey Secondary School Teachers Association from whose deliberations and experiences this booklet has resulted.

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*A Survey of Opportunities for Vocational Education in Pennsylvania*, compiled and edited by PAUL A. DEVINE. Publication No. 112 of the Public Education and Child Labor Association of Pennsylvania, 1505 Race St., Philadelphia, 1939. 309 pages, \$1.50 (paper), \$2 (cloth).

This is a complete and concise account of more than 900 Pennsylvania institutions that train for vocational efficiency. Some 350 occupations are covered and pertinent facts concerning the institutions which provide the necessary pre-service training are given.

The volume is adequately indexed and should be of especial value to all principals and counselors in the secondary schools of Pennsylvania.

WILLIAM P. SEARS, JR.

*Simplifying the Combinations of Subjects Assigned to High-School Teachers: A Way to Improved Instruction in the High Schools of Illinois*, by EDWARD F. POTTHOFF. Urbana, Ill.: University of Illinois, 1939. 66 pages.

This pamphlet presents the results of a study by the author to discover a simplification of subject combinations assigned to teachers which would be advantageous even to schools which differ greatly from one another in numerous significant aspects. The plan evolved calls for each teacher to teach a major subject and one or two minor subjects adapted to all the four hundred schools studied. It was found that the number and variety of combinations generally found can be greatly decreased. One hundred four different combinations are proposed to replace the 543 combinations found in actual practice.

*European Policies of Financing Public Educational Institutions: IV—Germany*, by FLETCHER HARPER SWIFT. Berkeley, Calif.: University of California Press, 1939. 693 pages, \$3.

This study is the fourth of a series dealing with the financial support of education in Europe; it deals with Germany during the years 1927-1937, a most interesting period of transition from the Republic to the Third Reich. Previous volumes have dealt with France, Czechoslovakia, and Austria. The very titles involve rather disconcerting implications of the difficulty, if not the futility, of comparative education in these years of revolutionary changes, except for historical-political purposes.

Following two chapters dealing respectively with political and social background factors and with the organization of Prussian education under the Weimar Constitution, nine chapters deal with the several aspects of school support in Prussia before

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and since the National-Socialist Party came into power.

The volume consists, as would of course be expected, of a carefully systematic and completely documented study, with many statistical tables; its one chart of the organization of the Prussian School System in 1933 (before sweeping reforms following the advent of totalitarianism) is unfortunately not accompanied by a graphic presentation of the innovations of the years 1934-1937.

Of necessity, the volume contains much that will be of great interest to the student of educational changes under revolutionary conditions in many aspects besides the financial one. For revenue and expenditures, however much they may condition institutions, are effects of social changes in purposes, values, and abilities rather than causes thereof.

*Fabre and Mathematics*, by LAO GENEVRA SIMONS. New York: Scripta Mathematica, 1939. 106 pages, \$1.

This little book consists of four well-written chapters: 1. Fabre and Mathematics, 2. The Interest of Alexander von Humboldt in Mathematics, 3. The Influence of French Mathematicians at the End of the Eighteenth Century, and 4. Short Stories in Colonial Geometry.

The content must appeal to all mathematics teachers and should do so to alert high-school stu-

dents of demonstrative geometry. It is the opinion of the reviewer that students who supplement their geometry with this book and others like it will have more usable mathematics at the end of their geometry course than those who do the traditional course in the traditional manner. J. A. DRUSHEL

*Annual Report*, 1939. Sewanhaka High School, Central High School District No. 2, Floral Park, N.Y.

The reports of this community high school are enlightening and inspiring. The current booklet describes and discusses the community, guidance, the departments, health education, school and community, faculty, and costs. It is effectively illustrated with photographs and graphic charts.

*A Work-Book on Creative Education for Teachers of Industrial Arts*, edited by KARL W. EBELING, Tilden High School, Brooklyn, New York. Mimeographed. Published by the Editor.

Mr. Ebeling has published the replies from twenty-five educators of varied interests and viewpoints regarding the character and motivation of creative learning. The section containing these replies is followed by one containing questions and problems for a class of industrial arts teachers, and

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a course of study in model-making to exemplify curriculum provisions for creative learning.

*Annual Report of the Supervising Principal to the Dover Township Board of Education, 1938-1939.*

*Tentative Course of Study: Safety and Automobile Driving,* EMILY K. HECHT, Chairman of Committee.

*Tentative Course of Study: Social Behavior,* Renee A. Ewart, Chairman of Committee.

Toms River, New Jersey, High School, Edgar M. Fink, Supervising Principal. 1939.

These three characteristic progress reports of the Toms River Schools are true exemplifications of positive democracy at work. While the contents of the annual report contain the customary accountings, departmental reports, and explanations, it is addressed to the teachers as well as to the School Board and parents, with a view to promoting faculty interest in and approval for the efforts of all teachers. The curriculum projects are products of committees of teachers which have been engaged in developing materials for instrumenting the progressive and somewhat unique program of the Toms River Schools.

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## SCHOOL NEWS DIGEST

(Continued from page 239)

Associated Press wires on Nov. 17 that high-school students know more about cheers than chores—and charged that the school system in the United States was primarily responsible for "at least 7,000,000 of 10,000,000 unemployed." Thus, in simple, well-chosen words, Mr. Babson almost explains away 70% of our unemployment problem.

*Every advertising club in America should appoint a committee to examine textbooks used in its own city classrooms for all social-studies courses, to spot textbooks that give "an untrue picture of advertising and business,"* recommended Alfred T. Falk, director of the Bureau of Research and Education of the Advertising Federation of America at the Federation's recent national convention. Pressure should be brought to bear on local school boards for abandonment of books

that do not meet the committee's approval, Mr. Falk continued, asking that reports on such books be sent to Federation headquarters. *Educational Trends* reports that spokesmen for advertising clubs of New York, St. Louis, Boston, Atlanta, St. Paul, and Minneapolis have already expressed the opinion that action probably will be taken by their respective clubs along the lines suggested by Mr. Falk.

*Nowadays, even the educational phase of the harmless apple is being attacked. (See "The Apple in American Education," by Eleanor F. Brown in Oct. '39 CLEARING HOUSE.) Wakefield, Mass., pupils are forbidden to take an apple to teacher. The school committee has banned any gifts from pupils or parents, because of possible accusations of favoritism, or hurt feelings by pupils who can't afford gifts.*

*Only 7 of every 10 persons of high-school age are enrolled in U. S. high schools today.*

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